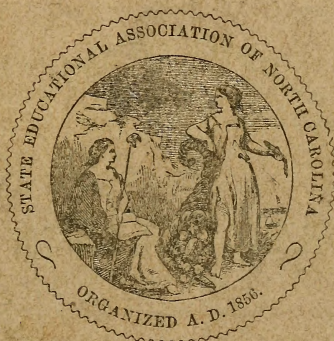


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THE
NORTH CAROLINA
JOURNAL OF EDUCATION.

FOR THE YEAR 1861.

VOLUME



FOURTH.

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No. 1.

REPORT ON GRADED SCHOOLS.

Read before the State Educational Association at its last Annual Meeting, by C. W. Smythe.

Graded schools are a series of schools in the same community, under the same governing organization, rising one above another, each with a limited course of study, and a regular classification, whose pupils pass by examination from class to class and from school to school.

I can, perhaps, give the most definite idea of their character by describing a set of such schools with which I once had the honor of being personally connected.

A village of about 3000 inhabitants was constituted by special act of the legislature one school district with the right to levy increased taxes, erect the necessary buildings and employ the necessary teachers. A graded system of three schools was established which from the growing wants of the community has now been extended to four. Primary, Grammar and High Schools, now Primary, Grammar, Intermediate and High Schools.

On their first establishment each school was divided into three classes, each spending one year upon its studies. The pupils pass by regular annual examinations from class to class and school to school.

There were 4 Primary schools located in various parts of the town each containing 75 to 100 pupils, and two having female teachers, principal and assistant. In these schools the pupils were taught to read and write, with Primary Geography and Arithmetic.

The Intermediate school was formed to relieve the primary schools from their crowded condition by taking the highest classes from each. It has now a course of two years and has for studies, Mental Arithmetic, written do. through complex fractions in Greenleaf, common school Geography, Reading and Orthography.

The Grammar school covers three years. Its course of study completes Arithmetic, Geography, U. S. History, English Grammar, Elements of Composition and commences Elementary Algebra. The High School course now covers 4 years and gives instruction in Algebra, Geometry, Trigonometry and Surveying, the Elementary Natural Sciences, Mental Philosophy, French, Latin and Greek preparatory to admission to college. The Intermediate school requires 2 teachers (female,) the Grammar 3, the High School 3, in all about 16. Two males, Principals of the High and Grammar schools and 14 females. By the catalogue for 1858-9 there were in the Intermediate school 93 pupils, the Grammar 86 and the High school 44.

In all such schools the larger part of the pupils complete their course in the lower grades, from want of time, or interest, from removals, the necessities of families, or by such misconduct as may necessitate their exclusion from the schools. These it must be remembered are free public schools in which young ladies receive all the solid advantages of the 1001 Female Colleges and young men are fitted for college or the active duties of life.

By them the means of a good education are extended to all. The children of literary men of high grade are found with those of the poorest artisan and often yielding to them in the contest for honor.

In my own limited acquaintance with them a large number of pupils have received a good education who otherwise must have been debarred the privilege.

The children of the poor are rising up every year to call its projectors blessed.

In every complete system of schools gradations are indispensably necessary.

It does not follow that the whole system should be carried out, but that there should be such an approximation towards it as the population and means of the community may warrant.

Their necessity is shown by the confusion of an ordinary school. There is no greater purgatory to which teachers can be sent than many of our common schools. Children of every age, from lisping ABCdarians, and those who are sent to get them out of their mother's way, up to those bold youths who are exploring the mysteries of the Rule of Three or Cube Root, are huddled promiscuously together, each confounding the other and adding to the teacher's distraction who flutters from one to another like a bewildered bird.

Common sense, reason and experience dictate that the different degrees of scholarship be separated from each other so far as circumstances will allow, each with its own course of study. When that is

the case more undivided attention can be given, more thorough work be done and the gradations of the course stand as incentives to labor.

The increasing studies and wants of our common schools necessitate the introduction of this system. The day is past when reading, writing, and arithmetic are to make the sole stock of studies in our schools. The times demand an extension and with it an extension of the means. Our schools should afford to our citizens the opportunity to acquire a knowledge of the ordinary branches of the mathematics, geography descriptive and physical, school history, the elementary natural sciences, the laws of language of mind and of morals. They may not accomplish all this, but their aim should be nothing less.

The training of the mind is one of the highest duties of men on earth, and no expense nor care within the bounds of reason, should be considered too great, when directed to the attainment of this end.

The wealth of a state does not consist entirely in its broad acres, its revolving spindles or its snowy ships, but in these combined with the intelligence and moral worth of its citizens. It is not the sinewy arm of toil alone that subdues the stubborn face of nature, but educated mind that guides the hand of honest labor and cheers it in its daily task. Brute force no longer rules the world, but the human intellect that has bound the streams, and the airy currents to its chariot, and evoked the unvalued forces, which, like the gnomes of northern story, lie deep imbedded in the bowels of our ancient hills.

It is felt and needed upon the farm and in the workshop, as well as in the arena of professional life. No branch of labor, however lowly, is below its influence, or independent of its control. Experience has amply shown that there is a vast difference in every sphere of labor between the educated and uneducated workman.

It is safe to say that the application of intelligence to labor has, within the last 100 years, multiplied many times the working power of the world.

To secure this high object we need system and means. It is not enough to answer that we have colleges and schools of high order to supply this want, for it is only a small portion of our youth, the sons of the wealthy, who usually get instruction there.

Our enterprise is one that concerns every child in our broad land from Currituck to Cherokee. In our community men of intelligence who are really interested in the cause of education are too much diverted to side-issues and enterprises of limited extent, while the great object is overlooked.

We need constantly to keep in mind that the cause of education

is, primarily and fundamentally, that of the common schools, and that the greatest advantages to the children of our state must be furnished there. There are two needs inseparably linked together, whose supply is of prime importance; a well digested system of graded schools, and as a necessary accompaniment a Normal school for the preparation of teachers.

The means of supplying this want have long been a matter of consideration, and much has been done in other states towards accomplishing this end.

If the circumstances of our people would admit of it, scores of schools might be found, which would serve as models for imitation.

From the British Provinces to St. Louis in every large town, graded schools of some kind may now be found. In our larger cities the schools are graded to suit the whole in a scale ascending from the Primary to the High School, which, in New York and Philadelphia, rank with colleges and have the power of conferring degrees. In densely populated sections as in a large part of New England, nearly all the community can participate in the full advantages of the system; in other portions where the full system is impossible the schools are, nevertheless, modified and improved under their influence.

Some facts that I have collected in regard to the schools of this class in other states, though not complete, may serve to illustrate the subject.

In New Hampshire, I believe the first step was taken in this direction in the town of Somersworth. A special act of the Legislature authorized the union of pre-existing districts, and the levying of increased taxes for the erection of buildings and the employment of teachers.

A building was erected in a commanding position at the cost of about \$15,000, designed both to accommodate the schools and to serve as an ornament to the village.

By a general law the same privileges were extended to any other towns, wishing to do the same. A similar course has been pursued in Maine and Ohio and other states.

The history of all these schools is pretty much the same. Much labor is required on the part of their friends, and much opposition is manifested on the ground of increased taxation, in some cases, extending through tedious suits at law, but in the end, whenever the schools are established, they disarm all opposition by their increased efficiency and gather around them the whole community as friends.

Outside of the older states and cities probably the schools of St. Louis and Cincinnati surpass any others. The schools of the city of St. Louis are under the control of a Board of Directors in whom is vested the school property amounting to nearly \$2,000,000. derived from lands donated by Congress, individuals &c,—also a tax of one tenth of one per cent on city property together with revenues from state and county fund. This princely estate yields a revenue of about \$150,000 annually, to be applied to carrying on the public schools. While other sums are expended in the erection of buildings.

The total special cost of the schools for the year, ending July 1, 1859 was \$99,081.38 of which \$81,691.91 were for teachers salaries.

The schools under the care of the Board of Directors consisted in 1859 of 18 Primary, 8 Intermediate, 19 Grammar, 1 High and 1 Normal schools, giving instruction to about 10,000 pupils.

In the Primary schools instruction is given in the Alphabet, Spelling and Defining, Reading, Mental Arithmetic, Primary Geography, writing on slates and blackboards oral instruction and vocal music.

In the Grammar schools,—Reading, Writing, Spelling, Mental and written Arithmetic, Geography, Grammar History and Constitution of the United States, Declamations, Composition and Singing. The Intermediate schools are designed for the suburbs of the city and have a course of study made up of the Primary and Grammar school course.

In the High School, Algebra, Geometry, Trigonometry and Surveying, Analytical Geometry, Civil Engineering, Calculus, Greek, Latin, French and German, English Grammar and Analysis, Natural Philosophy, Chemistry, Physical Geography, Physiology, Zoology, Astronomy, History, Intellectual and Moral Philosophy; English Language and Literature, Rhetoric, Book Keeping, Penmanship and Drawing.

The Normal School was instituted for the purpose of furnishing properly trained teachers to the various schools of the city, as an auxiliary rather than as a portion of the graded system.

The same course is resorted to in other cities for a similar purpose. As an additional source of improvement a Saturday class formed of the teachers in the Primary and Grammar schools receives instruction from the teachers of the Normal School.

The improved school houses erected by the city accommodating between 6 and 700 pupils each, are to be arranged in rooms, each having one teacher and 50 pupils. These are divided into 2 classes

and so arranged that while one is reciting the other is preparing for recitation.

A commendable feature in the city schools of St. Louis is that the teachers in the Primary and Grammar schools are each paid the same salary; recognizing the necessity of having good teachers in the lower schools as well as the higher and that the honor of instructing as well as the labor is equal in either case, and at the same time discouraging the promotion of successful teachers from the lower to higher schools. The Cincinnati system of schools embraces 1 Normal, 2 High, 4 Intermediate and 18 District schools employing about 280 teachers and instructing 15000 pupils with an average attendance in 1859, of 12,327, viz: Normal School, 1 teacher, 30 pupils; High, 12 teachers, 313 pupils; Intermediate 24 teachers, 921 pupils; District, 245 teachers, 11,063 pupils. The total expense is \$171,455.11 or \$13.90 per pupil annually. In St. Louis it is, estimated by the average attendance \$27.17, or for tuition alone \$13.20, or \$8.38 for the whole number enrolled. The course of study in the Cincinnati schools is similar in extent to that of the St. Louis schools.

The report of the State Superintendent of Ohio, gives a brief history of several graded schools in that state. The recital in each case is substantially the same. The felt necessity, the effort to remedy the deficiency, opposition on the part of those whose interest is only pecuniary, and invariable success after their establishment. It is a fact worthy of notice that these schools in New Jersey spring from the influence of the state Normal school.

That Institution has attached to it a graded model school in which the pupils of the Normal School are practically trained. As they go out and engage in the labor of instruction they carry into use the principles and impulses they have acquired there and the result has been that many such schools have sprung up. There is and must be an intimate connection between these improved schools and those for the preparation of teachers.

As to the practical value and importance of such schools there can be no doubt. Experience has amply shown their worth. Their cost is greater than that of the ordinary miscellaneous common school, yet in comparison of the effects produced the latter would be dear at any price. They require more expensive buildings, better teachers and higher salaries. The result in regard to teachers has been marked. In the northern and middle states, it has elevated teaching to the rank of a fourth profession for which young men prepare as for medicine or law. At the same time it exacts of them higher pre-

paration and an indefatigable discharge of duty, if they wish to succeed and maintain a good position in their profession.

The only question now is to find some means of adapting this system to the wants of this state.

In the dense population of the New England states and the large towns of the north it is no very difficult matter to establish graded schools. The tendency of northern life is to concentration in villages and towns thickly scattered over the whole land, that of the southern on the other hand is more to isolation upon solitary plantations. The consequence is that what is at once feasible north becomes difficult of execution south.

How then shall the difficulty be overcome?

We must endeavor to get a view of the exact state of the case.

We have in the first place a few large towns like Wilmington, Newbern, Raleigh, Fayetteville and perhaps half a dozen others who are able to inaugurate within themselves such a system of schools, secondly, a large number of towns who could establish a partial system of schools and perhaps with the aid of tuition paying pupils from the country could carry out a complete system, at least a portion of the year, thirdly, the remainder of our towns where only a partial system can be carried out, and fourthly, the country neighborhoods embracing the larger part of the population and nearly all the territory. Portions of these by a different arrangement of districts might receive the benefit of classified schools, in the remainder a more rigid classification and the awakened spirit almost sure to accompany the establishment of better schools in their neighborhood would answer the immediate purpose.

Besides, if such a system were carried out the more advanced scholars would naturally become pupils of the higher schools in the towns and thus aid in carrying them on.

Now experience has shown that the introduction of improvements like these is a work of slow growth and depends entirely upon the labors of individuals rather than of communities. Individuals in communities like ours are the main-springs of action, still the aid and co-operation of the state is necessary.

What is to be done?

1st. Let a general law be passed, authorizing our incorporated towns and cities to constitute themselves a single school district by the union of the pre-existing districts, giving the citizens the power of electing a school Board, who under the direction of the citizens shall have the power to levy taxes, erect or purchase buildings, es-

tablish grades of schools, determine their number and length, and to employ teachers and fix their salaries.

2nd. In the case of the small towns and country districts let there be given to the districts the privilege of uniting and forming union schools in which there shall be at least two grades, with the privilege under the direction of the proper officers of raising extra taxes.

For country districts I know of no better plan than that proposed years ago by Bishop Potter for the state of New York; which was substantially, that the country should be divided into large districts say 4 miles square, in or near the centre of which one school should be maintained for the benefit of the larger and more advanced pupils, while three or four should be established in smaller portions or sub-districts for the younger pupils. In this case there is the additional advantage that female teachers can be employed altogether in the lower schools and at a cheaper rate, while a good male teacher can find employment in the central school.

Such schools would stand in the grades of Primary and Grammar schools.

All higher pupils should be encouraged to find a place in the higher schools of the towns.

To secure these objects, our large towns ought to be awakened at once to a sense of their interest and duty in this respect.

Let some one or more of them be persuaded to move at once in the matter and establish model schools. They may be sure of success and of being followed by others.

As already suggested our town schools could derive a portion of their revenue by charging a moderate tuition to students from without their limits. This patronage they would be sure to receive if they gave their schools the right character. This tuition should only be a fair compensation for the increased taxation that the districts establishing such schools would be at to secure their advantages to their own children, which tax would be in addition to the regular apportionment coming from the state.

The grades of schools in our larger towns ought to be three, Primary, Grammar and High schools. The smaller towns if they cannot reach these should have prominent Primary and Grammar schools, whose higher classes might approximate to those of the High schools. Several necessities spring out of such a plan.

1st. An increased taxation. Such schools will cost more but not in proportion to their worth. Besides in my own knowledge where the citizens of a community pay a direct tax, they take an interest in its proper expenditure, while a community that receives its money

from a fund that costs it nothing takes little interest in its management. I have often thought of a remark heard many years ago that Connecticut, with her rich fund of \$2,000,000 had the richest and the poorest schools in New England.

2nd. Improved buildings. The Grammar and High schools could both occupy the same building and be warmed and ventilated by the same set of apparatus. For the Primary schools other buildings necessary for 300 pupils would cost from 15 to \$20,000 if well constructed and furnished.

3d. Better Teachers. A system like this demands not only more advanced teachers, but also those more thoroughly and earnestly prepared in all the departments.

It is a fine feature of our improved schools that they require exact and rigid preparation on the part of teachers and lay much stress upon thorough preparation in the lower branches. This may be illustrated by referring to the regulations of the Cincinnati schools.

4th. They further necessitate the payment of such salaries that teachers can enter upon the profession with the expectation of devoting their lives to its service instead of making it a temporary expedient until they can find some other means of support.

5th. A farther necessity is a Normal school for the special training of Teachers.

The necessity of such institutions in other states and lands has been demonstrated beyond confutation—it is only left for us as soon as possible to follow in their path.

No more effectual use can be made of our public money, than by training a body of professional teachers, small though it may be, thoroughly drilled in their studies with minds awakened to the nature of their work and with capacities improved for its execution. They may teach in but few schools, yet they will stand as examples to others and will exert an influence that will be felt by all within their reach.

The value of these improved schools can not be over-estimated. They will be felt in the improved minds and manners of the community, and as intelligence is wealth in its means. They will add value to the neighborhoods in which they exist and above all furnish the means of a good education to every child of whatever means. They are emphatically the friends of the poor.

Any one who will look around among the valuable men in Science, Literature, Art and active life of every form needs not to be told that it is the "*res angustae domi*" that has quenched many a noble and valuable mind. Those who under the impulse of over-mastering

energy have conquered the difficulties that environed them are doubtless but a small number compared with those who have sunk hopelessly under their weight and who, had proper aid been given, might have shone as the stars in Heaven.

Everything that adds to the means of universal education adds to the worth and dignity of humanity. There is but one nobler task that can engross our attention or for which we can expend our means.

In laboring to carry out this or any system of means, we ought always to keep in view the highest interests of humanity and the loftiest standard of education. We should have a high ideal aim, to which whatever we may attempt should be made to conform in its lowest details.

The experience of the world seems to have demonstrated that the great fundamental means of educational discipline are the study of the Mathematics, especially in its more abstract forms, as a means of developing the reasoning powers; the study of language as a means of culture, and when treated philosophically as a work of the mind, a means of high mental discipline, and thirdly, the study of mind, thought, reason, duty—the grand subjects of metaphysics.

To these, of course, must be added a knowledge of the facts of history, science and the arts not so much as a means of discipline, but rather as objects upon which the disciplined mind may exercise its powers. The course of the older colleges and the universities of other lands is the course of true, solid culture.

They should be regarded not as designed to prepare for active life, but as schools of discipline, as mental gymnasia, whence the young tyros shall issue like athletes trained to the race of life. I have introduced these remarks in order to deprecate a prevailing tendency of the age, as well as to develop the connection of all our means of education.

The tendency of the age is to acquire a knowledge of facts rather than to develop the reason or judgment, to surfeit the mind rather than cultivate its powers. The multiplication of colleges with their cheap, prodigal, and worthless distribution of degrees tends to lower the standard of education, and their course is well flanked by hundreds of High Schools each with its royal road to learning, whose greatest success is to render their pupils self-satisfied and conceited, and to prove true the old adage "*a little learning is a dangerous thing.*" Another tendency is to favor scientific schools and partial courses.

The former are unobjectionable when they stand in the same place as professional schools for practical training in special studies, and

not as *substitutes* for education, the latter are tolerable only on the plea of necessity.

The only way to correct thoroughly these injurious tendencies is to disseminate correct views of the true nature of education, to develop a general system from the lowest common school to the topmost University, and to labor constantly, surely, earnestly in that direction.

All the institutions of learning of whatever grade have a common interest; whatever elevates or depresses one link in the series acts upon all alike. If our higher institutions of learning maintain a high, earnest thorough course, they elevate all below them and the pulsation is felt to the lowest ranks of society. On the other hand, if the lower grades are deficient then by their depressing weight, they drag down all above them. What then are the wants of the age?

We need first a thoroughly graded system of common schools based upon a thorough system of education, rising step by step in the order of studies. These schools should carry on the work of systematic education with special reference to the great end of all, modified, of course, by the necessities of the section and advantages of the pupils. Above these is needed a system of institutions similar to the gymnasia of Europe, whose position our colleges are only fitted to fill, who should carry on rigidly the work of culture, not as a practical education, but as a preparation still, and above and beyond these, the University system, to which they should be preparatory. This should carry the work higher, wider, farther, and this only prepare the *educated* man for the work of life.

It will be objected that few can follow out this course to its final end. Granted, but let each one follow as far as he may, but let him do well as far as he goes. Lastly, let it be carefully inculcated that the work of education so far as the acquisition of knowledge is concerned is never finished however long the life of man. The brighter the light beams and the farther its rays pierce, the wider and vaster the circle becomes. The man of true, vast learning, walks humbly, for he alone is conscious of the immeasurable deeps that surround him, while the man of narrow mind and little learning walks boldly where others fear to fall.

We must have high aims and lofty ideals if we wish for true success.

I may be pardoned these ideas, which may seem a digression to others, as they spring from a strong personal conviction that where the people are to be educated, from the lowest common school to the

highest university, there is, or should be, an unbroken chain; and the farther conviction that education must have reference to the whole man, and that partial courses and favorite studies, when allowed to usurp the place of mental discipline, are only fitted to produce monstrosities and deformities.

Finally, whether this essay may awaken attention or not, I trust that at no distant day our children may enjoy the advantages that their equals in other states participate in. I cannot better close than in the language of a friend who has done much for the establishment of graded schools in another state: "I regard my labors in this cause as the most valuable of my life, and in no way do I think you can serve the interests of the community with which you are now connected more than by labors for this object."

FOR THE JOURNAL.

THE SCHOOLMASTER'S SONG.

A PARODY ON HOOD'S "SONG OF THE SHIRT."

Dedicated to the Normal Class of the Wilson Schools.

With talking weary and worn,
 With eyelids heavy and red:
 A schoolmaster sat in his thread-bare coat,
 Plying his tongue and head.
 Teach! teach! teach!
 'Mid poverty, censure and wrong,
 And still with a voice of dolorous pitch,
 He sang "The Schoolmaster's Song."

"Teach—teach—teach!
 While the cock is crowing aloof;
 And teach—teach—teach!
 Till the stars shine through the roof,
 It's oh! to be a slave—
 To be quartered and roasted as pork,
 In Africa's centre, at a "Feast of the Brave,"
 If this is Christian work!

Teach—teach—teach!
 Till the brain begins to swim;
 Teach—teach—teach!
 Till the eyes are heavy and dim,
 Writing, and spelling, and reading,
 And reading, and spelling, and writing;

Till over their noddles I fall asleep,
And dreaming, still hear them reciting !

Oh ! patrons, with horses dear !
Oh ! men, who love your wives ;
It is not broadcloth you're wearing out,
But human creatures' lives !
Teach—teach—teach !
Without cash or negotiable note,
Earning at once, in a double reward,
A shroud as well as a coat.

But why do I talk of death,
That phantom of grizzly bone ?
I hardly fear his terrible shape,
It seems so like my own,
It seems so like my own,
Because of the school I keep ;
O, God ! that bread should be so dear,
And brains should be so cheap !

Teach—teach—teach !
My labor never flags:
And what are its wages ? A haggard face—
Disease, and a coat in rags—
Dishonor and honor, a kick and a puff,
Ingratitude's horrible stare ;
And despair so blank, my tears I thank,
For sometimes falling there !

Teach—teach—teach !
From weary chime to chime ;
Teach—teach—teach !
As prisoners work for crime.
Spelling, and writing, and reading,
And reading, and writing, and spelling ;
Till the heart is sick, and the brain benumbed,
As well as the tongue in telling.

Teach—teach—teach !
In the dull December light ;
Teach—teach—teach !
When the weather is warm and bright,
When the farmer and trader are moving
About, like the birds of the air,
And the doctor goes flying along,
In his magical, swift-rolling chair.

Oh! but to sell the silks
Of the merchant, with smiling face,
To plead the cause of the rich,
And pocket the fee for the case,
To be honored for the houses and lands,
To marry a fortune and wife;
To "laugh and grow fat" like a priest,
And take a new lease upon life.

Oh! but for one short hour;
A respite beyond the reach
Of the curses of fathers and mothers,
Whose darlings I honored with beech!
Whose sons would all have been gov'nors,
Whose daughters would all have been queens,
But for weeks months and years of my labor.
Unceasingly spent on their tears."

With talking weary and worn,
With eyelids heavy and red;
A schoolmaster sat in his thread-bare coat,
Like a tombstone over the dead,
Teach—teach—teach,
'Mid poverty, censure, and wrong;
And still with a voice of dolorous pitch,
Would that its tone could reach the rich,
He sang "The Schoolmaster's Song."

KEEP THE BIRTHDAYS.—Keep the birthdays religiously. They belong exclusively to and are treasured among the sweetest memories of home. Do not let anything prevent some token, be it ever so slight, that it is remembered. Birthdays are great events to children. For one day they feel they are heroes. The special pudding is made expressly for them; a new jacket, or trousers with pockets, or the first pair of boots are donned; and the big brothers and sisters sink into insignificance beside "little Charley," who is six "to day," and is soon "going to be a man." Fathers who have half a dozen little ones to care for are apt to neglect birthdays; they come too often; sometimes when they are busy, and sometimes when they "are nervous;" but if they only knew how such souvenirs are cherished by their pet Susy or Harry, years afterwards, when, away from the hearthstone, they have none to remind them that they have added one more year to the perhaps weary round of life, or to wish them in the old fashioned phrase, "many happy returns of their birth day," they would never permit any cause to step between them and a parent's privilege.

THE HILL OF SCIENCE—A VISION.

BY MRS. BARBAULD.

[We have been requested by a correspondent, A. J. H., to publish an extract from this beautiful "Vision," but we prefer giving it entire; and while most of our readers may have seen it, it is worth reading again, and may be new to some.—Ed.]

In that season of the year when the serenity of the sky, the various fruits which cover the ground, the discolored foliage of the trees, and all the sweet but fading graces of inspiring autumn, open the mind to benevolence, and dispose it for contemplation, I was wandering in a beautiful and romantic country, till curiosity began to give way to weariness; and I sat me down on the fragment of a rock overgrown with moss, where the rustling of the falling leaves, the dashing of waters, and the hum of the distant city, soothed my mind into the most perfect tranquility; and sleep insensibly stole upon me, as I was indulging the agreeable reveries which the objects around me naturally inspired.

I immediately found myself in a vast, extended plain, in the middle of which arose a mountain higher than I had before any conception of. It was covered with a multitude of people, chiefly youth; many of whom pressed forward with the liveliest expression of ardor in their countenance, though the way was in many places steep and difficult. I observed that those who had but just begun to climb the hill thought themselves not far from the top; but as they proceeded new hills were continually rising to their view, and the summit of the highest they could before discern seemed but the foot of another, till the mountain at length appeared to lose itself in the clouds. As I was gazing on these things with astonishment, my good genius suddenly appeared. "The mountain before thee," said he, "is the Hill of Science. On the top is the Temple of Truth, whose head is above the clouds, and a veil of pure light covers her face. Observe the progress of her votaries; be silent and attentive."

I saw that the only regular approach to the mountain was by a gate, called the Gate of Languages. It was kept by a woman of a pensive and thoughtful appearance, whose lips were continually moving, as though she repeated something to herself. Her name was Memory. On entering this first enclosure, I was stunned with a confused murmur of jarring voices and dissonant sounds, which increased upon me to such a degree that I was utterly confounded, and could compare the noise to nothing but the confusion of tongues at

Babel. The road was also rough and stony, and rendered more difficult by heaps of rubbish continually tumbled down from the higher parts of the mountain, and broken ruins of ancient buildings, which the travellers were obliged to climb over at every step; insomuch that many, disgusted with so rough a beginning, turned back, and attempted the mountain no more; while others, having conquered this difficulty, had no spirits to ascend farther, and sitting down on some fragment of the rubbish, harangued the multitude below with the greatest marks of importance and self-complacency.

About half way up the hill I observed on each side the path a thick forest covered with continual fogs, and cut out into labyrinths, cross alleys, and serpentine walks, entangled with thorns and briars. This was called the Wood of Error; and I heard the voices of many who were lost up and down in it, calling to one another, and endeavoring in vain to extricate themselves. The trees in many places shot their boughs over the path, and a thick mist often rested on it, yet never so much but that it was discernible by the light which beamed from the countenance of Truth.

In the pleasantest part of the mountain were placed the bowers of the Muses, whose office it was to cheer the spirits of the travellers, and encourage their fainting steps with songs from their divine harps. Not far from hence were the fields of Fiction, filled with a variety of wild flowers, springing up in the greatest luxuriance, of richer scents and brighter colors than I had observed in any other climate. And near them was the dark walk of Allegory, so artificially shaded, that the light at noonday was never stronger than that of a bright moonshine. This gave it a pleasingly romantic air for those who delighted in contemplation. The paths and alleys were perplexed with intricate windings, and were all terminated with the statue of a Grace, a Virtue, or a Muse.

After I had observed these things, I turned my eye towards the multitude who were climbing the steep ascent, and observed amongst them a youth of a lively look, a piercing eye, and something fiery and irregular in all his motions. His name was Genius. He darted like an eagle up the mountain, and left his companions gazing after him with envy and admiration; but his progress was unequal, and interrupted by a thousand caprices. When Pleasure warbled in the valley, he mingled in her train. When Pride beckoned towards the precipice, he ventured to the tottering edge. He delighted in devious and untried paths, and made so many excursions from the road that his feebler companions often outstripped him. I observed that the Muses beheld him with partiality; but Truth often frowned and turned aside her face.

While Genius was thus wasting his strength in eccentric flights, I saw a person of a very different appearance, named Application. He crept along with a slow and unremitting pace, his eyes fixed on the top of the mountain, patiently removing every stone that obstructed his way, till he saw most of those below him who had at first derided his slow and toilsome progress. Indeed there were few who ascended the hill with equal and uninterrupted steadiness; for, besides the difficulties of the way, they were continually solicited to turn aside by a numerous crowd of Appetites, Passions, and Pleasures, whose importunity when they had once complied with, they became less and less able to resist; and though they often returned to the path, the asperities of the road were more severely felt, the hill appeared more steep and rugged, the fruits which were wholesome and refreshing seemed harsh and ill tasted, their sight grew dim, and their feet tripped at every little obstruction.

I saw, with some surprise, that the Muses, whose business was to cheer and encourage those who were toiling up the ascent, would often sing in the bowers of Pleasure, and accompany those who were enticed away at the call of the Passions; they accompanied them, however, but a little way, and always forsook them when they lost sight of the hill. The tyrants then doubled their chains upon the unhappy captives, and led them away, without resistance, to the cells of Ignorance or the mansions of Misery. Amongst the innumerable seducers, who were endeavoring to draw away the votaries of Truth from the path of Science, there was one so little formidable in her appearance, and so gentle and languid in her attempts, that I should scarcely have taken notice of her, but for the numbers she had imperceptibly loaded with her chains. Indolence, (for so she was called,) far from proceeding to open hostilities, did not attempt to turn their feet out of the path, but contented herself with retarding their progress; and the purpose she could not force them to abandon she persuaded them to delay.

Her touch had a power like that of the torpedo, which withered the strength of those who came within its influence. Her unhappy captives still turned their faces towards the temple, and always hoped to arrive there; but the ground seemed to slide from beneath their feet, and they found themselves at the bottom before they suspected they had changed their place. The placid serenity which at first appeared in their countenance changed by degrees into a melancholy languor, which was tinged with deeper and deeper gloom, as they glided down the Stream of Insignificance—a dark and sluggish water, which is curled by no breeze, and enlivened by no murmur, till

it falls into a dead sea, where startled passengers are awakened by the shock, and the next moment buried in the Gulf of Oblivion.

Of all the unhappy deserters from the paths of Science, none seemed less able to return than the followers of Indolence. The captives of Appetite and Passion could often seize the moment when their tyrants were languid or asleep to escape from their enchantment; but the dominion of Indolence was constant and unremitted, and seldom resisted till resistance was in vain.

After contemplating these things, I turned my eyes towards the top of the mountain, where the air was always pure and exhilarating, the path shaded with laurels and other evergreens, and the effulgence which beamed from the face of the goddess seemed to shed a glory round her votaries. "Happy," said I, "are they who are permitted to ascend the mountain!" But while I was pronouncing this exclamation with uncommon ardor, I saw standing beside me a form of diviner features and a more benign radiance. "Happier," said she, "are those whom Virtue conducts to the mansions of Content!" "What," said I, "does Virtue then reside in the vale?" "I am found," said she, "in the vale, and I illuminate the mountain; I cheer the cottager at his toil, and inspire the sage at his meditation. I mingle in the crowd of cities, and bless the hermit in his cell. I have a temple in every heart that owns my influence; and to him that wishes for me I am already present. Science may raise you to eminence, but I alone can guide you to felicity." While the goddess was thus speaking, I stretched out my arms towards her with a vehemence which broke my slumbers. The chill dews were falling around me, and the shades of evening stretched over the landscape. I hastened homeward, and resigned the night to silence and meditation.

PARENTS.—Parents should remember that God has committed to them the nurture of their own children, and will hold them accountable for the performance of this sacred trust. Whatever else is relinquished, the oversight of our offspring should never be delegated to others. The mother who hires a servant to take care of her babes, and then spends her days on the public promenade in gossip, or in literary pursuits, or even in religious meetings, may discover too late that she has lost her jewels, and retains only a worthless casket. Children are to be nurtured, not dressed, and sent to school, and they must find at home the sympathy and affection for which they yearn, and have presented there the beauty of a holy life, into which their souls are to be conformed.—*New Englander.*

WRITTEN FOR THE JOURNAL.

AMERICAN PERIODICALS DEVOTED TO THE INTERESTS
OF THE DEAF AND DUMB.

BY JOE, THE JERSEY MUTE.

The practice of speaking of one's self is universally, and justly too, condemned. Egotism is a bad affair, but, dear reader, give me leave to narrate a dream which I had many years ago, and one which I deem "too good to be lost," although it relates mainly to my humble self. Newspapers come to me, all of them free of charge, from different parts of the Union, keeping me posted up in the matters and things in the respective towns in which they are published. To me, the word Editor which I see printed at the editorial head of a paper, sounds very delightful—it conveys an elevated idea of the talents of the gentleman who presides over the columns of the hebdomidal.

By the bye, I would be proud if I were the husband of an authoress. *Mr. Joe the Jersey Mute*, and *Mrs. Joe the Jersey Mute* would sound high in print, especially in connection with newspaper communications; but I cannot get my better half to write even a mere paragraph for publication. Her refusal amounts to the force of a thousand times No! How obstinate! Suppose you see printed:

"*Written for the Journal.* WHIPPING OR NO WHIPPING? *By Mr. Joe the Jersey Mute.*"

"*Written for the Journal.* KINDNESS TO SCHOOL BOYS. *By Mrs. Joe the Jersey Mute.*"

What say you? Did n't you see the names of "Mr. Seba Smith," (better known as Jack Downing,) and "Mrs. Seba Smith," (better known as Elizabeth Oakes Smith,) in the same journal—"by" the former in one place, and "by" the latter in another? Several months ago I saw printed at the editorial head of a Maine paper:

"*Mr. George S. Raymond, Editor; Mrs. George S. Raymond, Editress.*"

These two worthies love each other well enough to proclaim to the world in this way that they are bone of their bone and flesh of their flesh. They write together, not separately. My "rib" says she won't follow suit. Her invariable "No" gets me out of temper. Does she object to writing for the public eye on account of her deaf-dumbness? No! I declare, it is unaccountable how capricious her nature is.

But to my dream. I thought that I removed to the southern part

of Maryland and made preparations to establish a newspaper press there. After much delay occasioned by the non-arrival of the printing press, &c., there appeared a great novelty, as I thought, in newspaper publishing, which caused a general shaking among the dry bones. Such a crowding of people into the office to get a copy! Such a running backwards and forwards of ragged boys to dispose of the copies! A stranger, just arrived from the north, was accosted by one of these chaps, who said, "Buy a copy, please. Six cents a copy." The stranger paid down the money, and, as he said to himself, "What paper is this?" turned over the paper he had purchased, and lo! it was "*The Deaf and Dumb Publisher*, Samuel Smith, Editor, Cambridge, Md., September 3, 1840."

"God bless me!" exclaimed the stranger, as soon as he glanced upon the name of the editor. "My old friend and correspondent an editor! Glad of it. He used to contribute to the columns of my paper under the signature of Joe, the Jersey Mute. I must see him." Away went he to the office, his heart beating audibly. At this stage of affairs I awoke; and no pen can adequately describe my mortification at finding that I was not an editor.

To this day "circumstances over which I had no control," (I quote the words of dealers in white lies,) have prevented my planting myself in the editorial chair; but I am "exceedingly happy in being able to inform the reader" (I again quote from these liars) that several of my companions in misfortune edit, print and publish papers in those localities where people are "willing to live and let live."

It is one of the proudest boasts of the United States, that no nation has produced an equal number of deaf mutes who have been enabled, by the instruction they have received at school, to discharge their social duties with credit to themselves, and with satisfaction to the hearing and speaking members of the community. "*The Radii*" has for many years been, and is still published by Mr. Levi S. Backus, a deaf mute, who was educated as a charity scholar in the Deaf and Dumb Asylum at Hartford, Conn., and after his regular course of study was completed, he was chosen to be a teacher in a mute school at Canajoharie, N. Y. Upon the absorption of this school into the New York Institution, he commenced the publication of the *Radii* in Canajoharie. He possesses more tact in the profession in which he is engaged, than most editors of country papers. The head title of the *Radii* is printed in the letters of the manual alphabet,—a new feature in the newspaper line. This paper, though of humble pretensions, yet contains as good a variety of

reading matter as do any other papers edited by speaking men.—There is, now and then, a rich vein of humor in the leaders of Mr. Backus. When I first took up his paper and found it was really edited by a mute,

“My heart had emotions,
No language can tell.”

Mr. Backus is accused, and I fear unjustly, of literary plagiarisms. In 1857 he published a prospectus of a new monthly magazine to be called “The Deaf and Dumb Worlds,” and conducted on the plan of Dickens’ Household Words, but he never published this work for want of subscribers. It is remarked of this mute editor, that when he was a boy at school, he habituated himself to reading on his fingers after school hours. To him belongs the honor of being the first deaf-dumb editor that America has produced. Speaking of him, reminds me of a semi-monthly paper called “The Deaf Mute,” printed at the North Carolina Institution for the Deaf and Dumb, and edited by its principal, who was neither deaf nor dumb. After two years’ existence this sheet was suspended. But on its ruins Mr. Palmer, the new principal of that school, has set up a monthly paper with the title of the “Deaf Mute Casket.” This journal, as its title implies, is devoted to the cause of deaf-dumb education, but generally takes in a large amount of miscellaneous matter. It were wished that a deaf mute of either sex would edit it. But, as it is, Mr. Palmer knows how to write for the pleasure of his readers both hearing and deaf. I like him as an editor. I would suggest to him the propriety of changing the name of his paper to the “Deaf and Dumb Student.” Why not have it published in magazine form?

“The Mute and the Blind” is a small octavo paper printed at Mr. Skinner’s school for deaf-dumb and blind children of color, recently established in the village of Saratoga, N. Y. In a literary point of view, it is, to use a vulgar phrase, “small potatoes.” It is due to Mr. Skinner, however, to say that his wife is remarkably intelligent for a mute. She has published many things in the paper above mentioned. She is a graduate of the New York Institution.

Mr. Edmond Booth, a graduate of the Hartford Asylum, is co-editor and in part proprietor of the “Eureka,” a weekly paper printed in Iowa. I have never seen it.

Mr. Edgar P. Morehouse, a semi-mute, formerly a pupil of the N. Y. Institution, edits and publishes the “Advocate,” I believe, in Iowa. I have once seen his paper. Its type is broad and of beautiful face. The leading editorial articles are well written, and the local paragraphs also. Mr. Morehouse appears to be conversant with the

art and mystery of editing. He also holds the office of Postmaster.

In 1852 I received by mail a copy of the "*Montgomery Times*," daily, Montgomery, Alabama, R. C. Redfield & Co., editors and Proprietors; Francis M. Dunn, deaf mute, Publisher. The *Times* was a tidy little affair, dandyish and gossippy.

The "*American Annals of the Deaf and Dumb*" is a quarterly publication, conducted by the instructors of the Hartford Asylum, and has now reached its twelfth year. It numbers among the ablest of its contributors, Rev. William W. Turner, principal of the Hartford Asylum, Mr. Jacobs, principal of the Ky. Institution, Prof. Talbot of the Ohio Institution, Rev. Thomas Gallaudet, rector of St. Ann's Church for the Deaf and Dumb, New York, Prof. Laurent Clerc, of Hartford, a French deaf mute, Mr. John R. Burnet, of New Jersey, a semi-mute, Mr. Edmund Booth, and J. J. Flournoy of Georgia.

I have often met with the trite maxim, "knowledge is power," lately; but I never felt its full import so forcibly as on perusing, a few weeks ago, a small sheet edited by a deaf-dumb boy. It is called "*The Bookworm*"—a name which seems to imply that its editor was wholly given to study. It has a leading editorial on what the boy-editor calls "the extreme inactivity of the deaf and dumb in matters pertaining to intellectual improvement." Although I dissent from some of his views on this subject, I approve his effort to elevate the intellectual and moral character of the interesting class to which he belongs. I regret that after the first number of the *Bookworm* was published, the youthful editor of that paper left off editing and publishing it, and devoted all his time to the learning of the trade to which he was apprenticed. This step was taken, not for want of patronage, but because the editor was conscious of the necessity of making further progress in his studies in order to qualify himself for the profession which he had at too early a period of his life undertaken. The copy of the *Bookworm* which I have said I read a few weeks since, was dated February 1, 1840. My young friend of the quill was a printer's apprentice, not more than seventeen years of age, and his opportunities for cultivating his mind were limited. His motto is "press on," and is one which has been fully exemplified in every after act of his life.

The juvenile editor opens a long article on the mental infirmities of the uneducated deaf-dumb, with the following words:—"We are a candidate for literary fame. We cannot help blushing when we mentally view the cloud of ignorance obscuring the faculties of many a deaf mute. Words cannot express our anxiety to exalt every deaf

and dumb person, either intelligent or ignorant, to high respectability." In the course of his remarks on the subject, he says:—"For our part, we are constantly in the society of our books, which society never fails to delight us to the utmost. We would be much more inclined to the fatigue of study than to the luxury of idleness.— Could you, reader, read our heart, you would be surprised to see what a strong thirst we have for literary glory."

My young aspiring friend mistakes in saying that Mr. Backus, of the *Radii*, has taken the degree, of A. M. Mr. Backus possesses good talents, and makes a good family paper. My friend editor fancies himself "week in intellect," and curses himself for his hog-like stupidity." (I quote his own words.) What a severe self-condemnation! I fear that he is of a murmuring disposition; and my fear here expressed, is not groundless, as some may imagine. Mark his words:—"Alas! how few are our books."

The boy declares himself too high spirited "to wink at the decay of the mental faculties of the mutes." He ought to know it is not in his power to fashion everything human and natural according to his taste. He says, evidently with enthusiasm, "Were we an accomplished writer, which we are not, we should advocate the deaf and dumb with great vigor. We study for no other purpose than that of qualifying ourself to advocate their interests by our pen." While I heartily approve of the object he has in view, I advise him to take care of his body, and to guard himself against the inroad of dyspepsia. I am proud of his having edited a paper, however, and hope that his wishes expressed in the *Bookworm* may be gratified.

WRITTEN FOR THE JOURNAL.

THE ZEAL OF THE FOUNDERS OF NEW ENGLAND FOR COMMON SCHOOLS.

The renowned John Elliot, the apostle to the Indians, "would always have a grammar school in the town where he lived, whatever it cost him; and he importuned all other places to have the like."

In a synod at Boston he prayed: "Lord, for schools everywhere among us! That our schools may flourish! That every member of this assembly may go home and procure a good school to be encouraged in the town where he lives! That before we die, we may be so happy as to see a good school encouraged in every plantation of the country."

He gave property to the town of Roxbury to support a school there, which in 1840 amounted to \$9,700, together with real estate

which yielded an annual income of \$381. Cotton Mather says that this town "has afforded more scholars—first for the College, and then for the public than any town of its bigness in all New England." And he adds; "I hope, or at least I wish, that the ministers of N. E. may be as ungainsayingly importunate with their people as Mr. Elliot was with his, for schools which may seasonably tinge the souls of the rising generation. A want of education for them, is the blackest and saddest of all the bad omens that are upon us."

The writer of this was informed a few years ago of a small township in Connecticut about ten miles in diameter, in which a good school had been kept from the earliest times; and which had produced in all denominations, about 900 ministers of the Gospel.

And such in general we shall find to be the case: according as the foundations of society are laid, so they will remain. Where general intelligence, morality, good laws, good order, good schools, and churches are introduced by the original settlers of a country, the effects will remain. This might be confirmed by the history of some counties in this state. Where are the most educated men raised up, sent to College, and enter the learned professions, but from those counties where, the first settlers valued a good education.


OBWIBETIC.

NEVER BE HAUGHTY.—A humming-bird met a butterfly, and, being pleased with the beauty of its person and the glory of its wings, made offer of perpetual friendship.


"I cannot think of it," was the reply, "as you once spurned me, and called me a drawling dolt."

"Impossible," exclaimed the humming-bird; "I always entertained the highest respect for such beautiful creatures as you."

"Perhaps you do now," said the other, "but when you insulted me I was a caterpillar. So let me give you a piece of advice—never insult the humble, as they may some day become your superiors."

 Swift wrote many sharp epigrams, of which this is not a bad specimen :

Sir, I admit your general rule,
That every poet is a fool;
But you yourself, may serve to show it
That every fool is not a poet.

 A new Sanscrit dictionary is now in the press of the Imperial Academy of Science in St. Petersburg; it is a Sanscrit-German dictionary.

Resident Editor's Department.

THE JOURNAL FOR 1861.—With this number, the Journal enters upon its fourth Volume. And at such a time, we are naturally led to take a retrospective glance at the past, as well as to view the field that still lies before us.

Of the past, we shall have little to say. For three years we have done what we could, under the circumstances, to advance the cause of education in North Carolina. We have received many kind words of encouragement, from one and another of our fellow-teachers, who seem to appreciate the efforts we have made, and who are endeavoring to extend the sphere of our influence, by increasing the number of our readers. Many of those who have thus encouraged us, from the beginning, promptly renew their orders for the Journal, at the commencement of each year, sending one or two new names. Our circulation has thus been increased from year to year; until we have discarded the fear, which we once entertained, that the teachers of North Carolina would not support a periodical devoted to the noble cause in which they are engaged.

Our greatest discouragement has been a want of coöperation in the difficult task of making the Journal worthy of the cause it supports, and of the state that it represents in the list of educational monthlies.

We are expected to fill each number with well-written, instructive, and practical articles, on a variety of subjects. But from what source should we obtain these? The answer of every one will be: From the intelligent and experienced teachers, in every part of the state, and from those who, lacking experience, hoping that others, who have overcome the same difficulties, will aid them by their counsels. But how many, of either class, have ever filled a single page? Perhaps one in every hundred of those from whom we have a right to expect such assistance.

We have thus been left to gather, from whatever source we could, the greater part of what we have published. And we must confess that we have been unable to furnish our readers, in the limited time that regular school duties would allow, with such articles as we thought best adapted to the wants of our State.

But let us turn our eyes, for a while, to the wide field, already "ripe unto the harvest," that lies spread out before us, and perhaps you will see that some portion of the labor of gathering this harvest and cultivating this field, belongs especially to you.

We begin the labors of this year, under peculiarly trying circumstances. The sky seems overcast with dark clouds that threaten the approach of a storm which may seriously retard our progress, in almost every pursuit. It becomes

us, then, to whom the education of the young is entrusted, to arouse ourselves to a sense of the responsibility that rests upon us, to consider how we may best protect this cause from the blighting influence of the storm.

As parents, are we willing that the moral and mental training of our children shall be neglected, while our minds are wholly engrossed with the political rights, which it is our duty to defend and transmit unimpaired to them? While we discharge our duty conscientiously and to the best of our ability, in the one case, let us not neglect it in other.

Let us labor, with renewed energy, to develop all the resources of our state, moral, intellectual, and physical; for whatever may be our relations, hereafter, to other portions of our country, North Carolina is ours; to her we owe the indissoluble allegiance of the child to the mother, and to the development of her resources, we must look for our prosperity, whatever may be the result of the crisis through which our country is now passing.

And should we succeed in handing down to our children, a country, as prosperous in every respect as that which we received from our fathers, they will be but poorly qualified to enjoy the rich legacy, if we suffer them to grow up in ignorance, or what is worse, to acquire an *education* from idle and immoral men who, in times of excitement, are found on every hand ready to foster the evil passions and corrupt the morals of all who come within their influence.

The causes which must, in the very nature of things, interrupt, or at least embarrass, many of our ordinary pursuits, and which seem already to be affecting the prosperity of many of our higher schools, call loudly upon us to make every sacrifice necessary to secure to our children the benefits of a good education. If the most strenuous efforts on our part can secure such a result, let our school houses continue to be the scenes of peaceful and quiet, though active and vigorous life; let the minds of our children, thus preserved from the premature and distorted development produced by the exciting scenes with which we are surrounded, attain a healthful growth, unbiased by the passions that too often reign triumphant over those who are engaged in political strife. As parents, we are especially called upon to secure to our children the wholesome restraints and beneficial influences of good schools, at a time when everything around us has a tendency to demoralize those who are unemployed. The mind of a child must have food, as well as the body, and if such as will nourish and invigorate it is not furnished, that which is more attractive and exciting, though poisonous and deadly, will be eagerly sought.

Whether our national troubles terminate in peace or in war, in pecuniary prosperity or adversity, let us strive to secure our educational system from unnecessary interruptions in its noble work. That, even in times of war, our children may not be turned adrift and exposed to the moral contamination that usually accompanies the clash of arms, our legislators have seen proper, and

no doubt wisely, to exempt our teachers from military service. However ready they may be to march forth at their countries call, yet we think they have an equally important part to perform, at the head of the little army which they are leading to less bloody conquests in the field of science.

While we endeavor to perform our whole duty, in whatever sphere we may be called to act, let us look to a kind Providence to guide us, and enable us, in all things, to obey the Golden Rule which He has given us, that our children may not be taught by our example to imbrue their hands in each other's blood.

While the political excitement may have prevented some of our friends from making their usual efforts to extend the circulation of the *Journal*, yet others have been at work; and we begin the year with a better prospect than ever before. But the more readers we have, the more good we will be enabled to accomplish; and while we promise to work for the advancement of the educational interests of our state, with untiring zeal, we ask you, as friends of education, to aid us in reaching the greatest possible number, and at the same time to labor with us, by sending us short, pointed, and practical articles for publication.

A NEW DRESS.—We hope the improved appearance of the *Journal* will be a sufficient apology for the long delay in sending out this number. We were unable to make a contract for the printing, until the first of January, and then our printers had to order *new type*, which, even with the aid of Adams Express, they were unable to get until the month was more than half gone. They promise, however, to be prompt hereafter, and so soon as they can make up the time thus lost, to have each number mailed by the 10th of the month.

A TEACHER'S ASSOCIATION IN CLEVELAND COUNTY.

According to previous appointment, a meeting was held at the Common School House, near Kadesh Church, on 22nd, December 1860, for the purpose of forming a Teacher's Association.

On motion, Noah Hoyle was called to the chair, and J. J. Hoyle appointed secretary. The Chairman then explained the object of the meeting in a few appropriate remarks; after which, the Secretary made a few scattering remarks, and, also, read some printed "Directions" (forwarded by General Superintendent,) on formation of such Associations.

A Constitution was then read and adopted. R. M. Sherrill and J. J. Hoyle, were appointed a committee to draft By-Laws, and report at next meeting.—Also, a committee of two was appointed to select a subject for discussion at next meeting; the Committee subsequently reported the following subject:—"At what time in the year should free schools commence?"

Officers were next elected, and the following was the result:—Noah Hoyle, President; W. A. Warlick, Vice President; J. J. Hoyle, Secretary; R. M. Sherrill, Corresponding Secretary and Treasurer.

The President then appointed R. M. Sherrill and W. A. Warlick to prepare Essays to be read at next meeting.

On motion, it was

Resolved, That a copy of these proceedings be forwarded to the JOURNAL for publication.

On motion, the Association adjourned to meet on 3rd Saturday in January.

NOAH HOYLE, *President*.

J. J. HOYLE, *Secretary*.

After considerable effort and some failures, we have, at last, organized A Teacher's Association in our County.

Though it is very feeble yet, and comprises only a small portion of the Teachers of the county, yet we trust that, with God's blessing, it will prosper, and that our Teachers will appreciate its worth.

The cause of Education must be promoted in Western North Carolina: Come into our organization, brother Teachers, and "let us consult together;" for by united efforts only, can we accomplish our glorious design—the final extirpation of ignorance from our happy Old North Carolina.

Let us have the entire State linked together by Subordinate Associations to the State Association, and then may we expect a happy result; then may we expect to accomplish the design of the Common School System—"The educating of the entire masses."

Let Disunion, or whatever may, come, we will work for the enlightening and elevating of our fellow men, believing that "An enlightened people can never be enslaved;" and that "Knowledge is power."

SECRETARY.

COSMOPOLITAN ART ASSOCIATION.—The object of this Association is to encourage the fine arts. Any person may become a member by the payment of three dollars. Each member will receive the *Art Journal*, a large and elegantly illustrated Quarterly, for the present year, and the *superb Steel Engraving*, "*Falstaff Mustering his Recruits*." Address C. L. Derby, Actuary, 546 & 548 Broadway, New York.

HARPER'S NEW MONTHLY MAGAZINE.—The number for February has been on our table for some time. Its early appearance, its numerous and well-executed illustrations, and the variety and character of its articles indicate a commendable spirit of enterprise in its publishers. Price \$3.00.

OUR ADVERTISING PAGES.—We invite the attention of teachers and school officers to the advertisements, of book publishers and others, which we publish from month to month. These advertisements take nothing from the amount of reading matter of each number, which always fills 32 pages, no matter how many additional pages our advertisers may occupy. You may gain a great deal of valuable information from these advertisements, and since they are paid for by the advertisers, they cost you nothing.

BOOK TABLE.

ROBINSON'S SERIES OF MATHEMATICS. comprising :

Progressive Primary Arithmetic.
 Progressive Intellectual Arithmetic.
 Progressive Practical Arithmetic.
 Progressive Higher Arithmetic.
 New Elementary Algebra.
 University Algebra.
 Geometry and Trigonometry.
 Surveying and Navigation.
 Elementary Astronomy.
 University Astronomy.

Published by IVISON, PHINNEY & Co. New York. While many of the books of this series have been in use long enough to be well known, and have gained much favor with teachers, the most of them have been recently revised and are now offered to the public with the author's improvements. Of the Higher

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SCHOOL LAWS.

For the benefit of District Committees, Teachers, and others, we have condensed from the School Laws, a statement of their principal duties; giving, in full, the law in regard to the election of Committees. This we propose to keep in the Journal as standing matter, for the convenience of those who may wish to refer to it.

School Committees.

HOW ELECTED.—The free white men of the several school districts, entitled to vote for members of the House of Commons, shall, on the first Saturday in April in every year, vote by ballot for three men, to be styled "the School Committee," whose term shall commence on the first Monday in May following, and continue for one year, and until others are chosen; such election shall be held at such convenient place in the school district as the board may designate; and the three persons having the highest number of votes shall be declared elected "the school committee;" and the board may fill any vacancy which may occur in the committee by death, removal or other cause. The chairman of the board shall give notice in writing, at three or more public places, of the election, at least ten days before the same; and the board shall appoint two freeholders of the district to conduct the election. The said freeholders shall give to the board, whose term of service commences on the third Monday of April thereafter, on the day of their first meeting, a certificate under their hands, of the number of votes received by each person; and the board shall declare the three persons receiving the highest number of votes "the school committee." *Provided*, nevertheless, that whenever the districts fail to make an election, the board shall appoint the school committees, who shall continue in office until others are chosen; and whenever any of the citizens may consider themselves aggrieved by the committee, or any one of the committee-men of their district, an appeal may be made to the board of superintendents, who shall hear and decide on the merits of the complaint, and remove any committee-man who, in their opinion, has violated his duty.

Duties of Committees.

It is the duty of the committee to hold all property belonging to the district for school purposes; to provide suitable school-houses; to report, within one month after their term of office commences, to the chairman, the number and names of all white children in their district, from six to twenty-one years of age, under a penalty of five dollars each; to employ a suitable teacher, who has a regular certificate, and at the expiration of the term for which he is employed, to pay him, by an order on the chairman; provided he presents a regular report of his schools, with the School Register properly filled—but never to receive any of the school money into their own hands; to make out a full account of the expenses of the district school, for fuel, repairs, &c., and give a draft for the same; to make a full report, to the chairman, of the school taught in their district; to visit the school from time to time, and see how it is conducted, aid in securing good order and promote the general welfare of the school, so far as they can. They may admit pupils into the school from other districts, provided the children of their district will not thereby be injured. Any person having accepted the office of committee-man, and failing to perform these duties, is liable to a fine of fifty dollars.

Teachers of Common Schools.

No person shall be employed as a teacher, without a certificate of good moral character, and sufficient mental qualifications, signed by a majority of the committee of examination, which certificate shall be valid for but one year, and only in the county in which it is given. At the end of the term of his employment, he shall report to the committee the number and names of the children who have attended his school, specifying the number of days that each one was present, and the studies taught; and no committee-man shall be teacher of a district school.

Before commencing his school, it is his duty to get, from the committee of the district, an order on the chairman for the Register belonging to said district, and on receiving it, he shall give a receipt for the same and be responsible for its safe keeping until the close of the school. And in no case shall a teacher be paid until he returns the register to the Chairman, in as good order as when received and with blanks properly filled with an account of his school, according to the instructions of the General Superintendent for the State.

Examining Committees.

The Board of Superintendents, in each county, shall appoint a committee of examination, of not more than three persons (the chairman to be one) who shall meet not less than three times during the year, at some central point in the county, for the purpose of examining into the qualifications, both mental and moral, of such persons as may apply for certificates. And the General Superintendent is required to issue to these committees, annually, a letter of instructions and suggestions, by which they are to be guided.

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THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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WRITTEN FOR THE JOURNAL.
EMPHASIS BY ITALICS.*

It is said that the ancients had no italics; so when they wrote they went straight ahead without any spaces between the words just as we talk. And some wrote back and forth across the page like a team ploughing in a field, a piece called boustrophedon.

"To an unpracticed eye, however familiar with the individual characters, an ancient manuscript or inscription is but a confused and indistinct succession of letters, and no little experience is required to enable us readily to group these letters into syllables, the syllables into words, and to combine the words into separate periods. Indeed, the accidental omission of a space in printing, between two successive words in our own language, sometimes seriously embarrasses us, and if a whole sentence were thus printed, we should find it almost as unintelligible as a complicated cypher."

The writer of the above gives the following as an example :

"ITWILLPOSETHEBESTCLERKTOREADYEATOSPELL
THATDEEDWHEREINSENTENCESCLAUSESWORDSandL
ETTERSAREWITHOUTPOINTSALLCONTINUEDTOGETHE
R." And any one who has spelled this out will agree with him.

The ancients had no italics. But they had a way, sometimes at least of compensating for it, by the unusual position of the words in a sentence. Thus in Arnold's Introduction to the study of Latin, (Spencer's Ed.,) he says: "the more unusual a position for any words is, the more emphatic it is for that word." And again; "unusualness of position calls attention to a word so placed, and thus

* "The Italic type was the invention of Aldus Manutius, the celebrated printer at Venice, about 1500, and dedicated by him to the states of Italy, from which it took its name." Brande's Ency. He was also the inventor of the modern system of punctuation.

renders it emphatic. Hence in a language which, like the Latin, admits of considerable variety in the collocation of words, what we effect by printing a word in italics, is accomplished by placing it in an unusual position." The proper place for the subject is near the beginning of a sentence—hence Brutus, near the end is emphatic in this, *sensit in se iri Brutus*. The proper place for the adverb is near the word which it qualifies—hence *nunquam* in the following sentence is emphatic—arbores seret diligens agricola, quarum adspiciet baccam ipse nunquam. Milton was a great student of the classics, and we see that he improved this method of making a word prominent—see how the word *Day* is affected by its position.

"Thus with the year
Seasons return, but not to me returns
Day, or the sweet approach of even or morn."

So the position of the word "*Sing*," in the 6th line of First Book; "Of man's first disobedience, &c.," keeping the sense suspended, till the sixth, at the beginning, "Sing Heavenly Music &c."

So in Bk. 7 line 548:

"Here finished he, and all that he had made
View'd, and behold all was very good ;

the word "view'd," is made prominent.

In Bk. 8. lines 323—327,

"But of the tree whose operation brings
Knowledge of good and ill, which I have set
The pledge of thy obedience and thy faith,
Amid the garden, by the tree of life,
REMEMBER what I warn thee."

Remember is the most emphatic word.

In Bk. 11. line 491, is another instance of the same thing:

"And over them triumphant Death his dart
Shook, but delayed to strike."

No one who reads this need to be told that "*shook*" is emphatic by its position.

E. F. R.

EXCELLENT was the saying of the Lacedæmonian educator: "I will teach the boys to take pride in what is good, and to abhor what is shameful." This is in truth the most beautiful and noble aim which man can have in education.—PLUTARCH.

CONTENTMENT.—Happiness in part is imaginary, and its possession depends almost entirely upon ourselves; contentment is the key which unlocks the treasure house, and with "godliness is great gain."

WRITTEN FOR THE JOURNAL.
COMPARATIVE PHILOLOGY.

NUMBER FIFTEEN.

I propose, in this article, to treat of the modifications which the primitive vowels undergo, as exhibited in the forms of the Indo-European languages.

The changes to which vowels are principally subject are classified as follows:—quantity, diphthongation, guna, ab'laut, umlaut, nasalization and the influences exerted by one vowel upon another in syllables.

The primary vowels are A, I, U. The simple vowels are *a, e, i, o, u*. Of these, A is the heaviest, I the lightest, and U the middle vowel, in respect to weight.

E and O in the older languages are true diphthongs, and in weight are between the *u* and *i*. This is shown by the different degrees of openness of the organs of speech, and by the changes made, when, for etymological purposes, the number of syllables is increased, or a heavy ending is added; in which case, by compensation, the vowels are changed to adjust the weight.

The principal openings of the vocal tube are the guttural and the labial. The guttural opening is least when we pronounce *i*, thence increasing in *e, a, o, u*. The labial is least in *u*, then *o, i, e, a*. If we represent the guttural degrees of openness, taking the least as unity, by Arabic figures, and those of the labial by Roman numeral letters, we have:—*a* V. 3=8, *u* I. 5=6, *o* II. 4=6, *e* IV. 2=6, *i* III. 1=4. *U, o*, and *e* are modified by the greater influence of the guttural opening and the width of the roof space of the mouth, which is in *u* 5, *o* 4, *e* 3. So that the order of vowels in respect to weight is *a, u, o, e, i*.

I give a few examples to illustrate the weight of vowels by the second method mostly from Latin.

A to *u*, *salsus insulsus, calco inculco, skr, karomi* I make, *kurmas* we make. A to *e*, *jactus abjectus, factus perfectus, pars expers, armis enermis*. A to *i*, *jacio abjicio, facio perficio, rapio abripio, cano cecini, amicus inimicus, Goth, at* I ate, *ita* I eat. U to *o*, *corpus corpor-is, jecus, jecor-is*. U to *i*, *fructufer fructifer, manipulus manipulus*. Bopp's remark in regard to the Latin vowels is worthy insertion here; that "a primitive *a*, where overweight is produced through composition or reduplication in most roots and in reduplicated forms without exception, exchanges with *i*; but before two consonants, and in terminal syllables before one, *e* generally enters."

Heyse calls a e o the liquid vowels and i and u fixed vowels, Curtius, Sch. Grk. Gram. calls a e o hard vowels i and u soft.

The first change that vowels undergo is an increase, whether produced, mechanically, by a union of words, bringing two vowels in juxtaposition, or pathologically, to increase the weight of the syllable. This results principally first in change of quantity, secondly in diphthongation.

The first is produced by adding an element of the same kind, the second, of a different kind.

The older *stages* of language, as in Latin and the Germanic languages, show us the process in transitu, and that the elements were not at first combined in sound, but were heard separate. For example, Ger. maas, haar; Old Lat. paacem pâcem, moos môs; Grk. oo ô. So when two vowels come together of such a nature that one assimilates to the other, and then the two unite; e. g. Grk. timaomen timoomen timômen, aidoa aidoo aidô.

The diphthongs peculiar to the Skr. require a particular notice here before proceeding farther. They are $\hat{e}=a+i$, $\hat{o}=a+u$, $\hat{ai}=\hat{a}+i$, $\hat{au}=\hat{a}+u$. Neither *e* nor *o* appear in Skr. as simple vowels. This is shown by the fact that when another vowel follows for the avoidance of hiatus, the *i* and *u* of the compound reappear as semi-vowels; e. g. ay, av, ây, âv. It is also shown by their substitutes in other languages; e. g. for \hat{e} , Zend ai, oi, \hat{e} ; Lithuanic ai, \hat{e} ; Lettish ai \hat{e} , ee; Grk. ai, oi, ei; Old Pers. ai, au= \hat{o} ; Lat. ae= $\hat{a}i$ and \hat{e} , as in amém= $\hat{a}m\hat{a}i$ m.

The change of au to o may be illustrated by Lat. caudex codex, lautûs lotus; French aune sounded ône, autre ôtre. So also Fr. j'ai=j'e, jamais=jamê gives skr. \hat{e} . These sounds did not arise in skr. until after its separation from the other stems, otherwise all would have shared in it, whereas they do it but sparingly.

This may be further illustrated by an investigation, made by Grimm, Hist. Ger. Lang. as a foundation for his theory of the "ablaut," a regular change of vowels in the Germanic conjugations. The primitive vowels a, i, u are the source of all the other vowels possible to the Germanic languages, in this manner, that each one may be preceded by one of the others. The whole compass of the vowels embraces nine, which are theoretically the following:—A, IA; I, UI, AI; U, IU, AU. From this formula all the dialects vary more or less, yet it finds proof in a comparison of all the different forms.

The Gothic vowels present the following scheme:—a, \hat{e} , \hat{o} ; i, ei ai, u, iu, au; to which we also add the old Saxon a, â, \hat{o} ; i, î, \hat{e} ; u û, \hat{o} .

In old Saxon all the diphthongal combinations are united into long vowels except that for *û,io* or *iu* sometimes appear.

It is thus shown that long vowels result from a union of short vowels. The full proof lies scattered through the different dialects. *Ia* for *e* and *ua* for *o* are found in the Old High German Alemannic dialect in a few words. Goth. *fêra* part Al. *fiara*; *mês* table Eng. *mess* Al. *mias*, Irish *mias*. Span. *mesa* Lat. *mensa*; *hêr* here Al. *hiar*; *krêks* Greek Al. *chriah*. By the side of the great multitude of Goth. *e*'s stand Ang. Sax. *æ*, O. H. G., M. H. G., Old Northern *â*. Goth. *biari* a beast later *bêri*, O. H. G. *pâre* Ags. *baen*, Lat. *fera* Aeol. *phêr*. Goth. *fôr* Al *fuar*, *doms duam*, *blôma bluama*, *mods muat*, *gôds guat*, *brothar bruader*. In regard to the *ei* for *ui*, *ei* is equal to *êi*, since there is no short *e* in Goth. *Ei* supposes *iai* which approaches *ui*. The Goth. *thê* and *haê* are O. H. G. *diu hviv*, varying between *thia hvia*, *thiu hviu*, consequently *iai* is nearly *iui* = *ui*. Instead of Goth. *ei*, the O. H. G. Old N. and Ags. have *I*. Through this medium a decisive proof enters from the Färöese, which gives *ui* for Old N. *î*;—e. g. *muin*, *tuin*, *suin* for Old N. *min* *thin*, Goth. *meina*, *theina* *seina*, *mine* *thine*. Upon these vowel combinations, Grimm constructs his scale of the ablaut, which he defines to be "a dynamic application of the vowel laws upon the roots of the oldest verbs in order to exhibit in bodily fullness the difference between the past and present," the only tenses in the Germanic verb. I give a brief illustration in the 5 ablauting Goth. conjugations:

1	Present	I,	past singular	A,	past plural	U,	participle	U.
2	"	U,	"	A,	"	É,	"	IU.
	"	U,	"	A,	"	ô,	"	U.
3	"	A,	"	ô,	"	ô,	"	A.
4	"	EI,	"	AI,	"	I,	"	I.
5	"	IU,	"	AU,	"	U,	"	U.

Examples of Ablaut:

1. Linnan lann lunnum lunnans; finthan fanth funthum funthans.
2. 1st. Div. Stilan stal stêlum stulans; qiman qam qênum qumans.
Lisan las lêsum lisans; ligana lag légum ligans.
- 2d Div. vulan vol volum. These seem rare and changed in the other dialects.
3. A nan ôn ônum anans; faranfor forum farans; standan stôth stôthum standans; Ags. standan stôd stôdon; Eng. stand stood stood.
4. Skeinan skain skinum; greipan graip gripum; smaitan smait smitum.
5. kniupan knaup knaupum; niutan naut nutum; biugan baug bugum. Variations and extensions occur in other dialects which we cannot notice now.

The short sounds of *e* and *o* are wanting to the Gothic. The transition of *i* and *u* into *e* and *o* already begins there, by the breaking of *i* and *u* into *ai* and *au* before *h* and *r*, which in these cases are not diphthongs but weakened short vowels; e. g. *saihvan fauho bairan* for *sihvan fuho biran*=O. H. G. *sehan* to see, *foha* fox, *peran* to bear. In O. H. G. the pure vowels are all found. The unlauted vowels begin there but are first completely developed in Middle High German. The modern German possesses all the vowels both short and long.

In Lat. Zend and Grk. *e* and *o* are in most cases practically weakened forms of *a*.

We now proceed to the second method or diphthongation. A diphthong is the union of two vowels into a compound, which do not unite into a long sound but each preserves, though modified, its peculiar sound. Strictly speaking, diphthongs may be expressed by two vowels as is usual, or they may be united in one as in Eng. *i* or the name sound *a*. There are other combinations sometimes distinguished as diphthongs, but properly digraphs which however mark but one sound and probably arise as dialectical peculiarities, such as *ea* in beat *oa* in boat. Pure diphthongs arise from the union of the hard vowels *a e o* with the soft *i* and *u*. *A, e, and o* are the initial, *i* and *u* the final letters. The inverted direction does not form a diphthong but a syllable. If *i* and *u* fall before *a*, there is a consonantal stoppage of the voice between the two vowels, the initial *i* and *u* are reduced to semi-vowels, and we have the syllables *ya wa* for *ia ua*. In other words the guttural *a* may carry the other vowels along with it, since they lie in its path but cannot invert its steps. The pure diphthongs are six in number *ai, au, ei, eu, oi, ou*. Where the hard vowels are long the *i* is subscribed in Grk. thus preserved to the eye though lost to the ear, while in similar cases in Lat. it is lost. "The impure diphthongs are *ea, eo, ua, ue, iu, ui, ie, ia, io*, while *æ* and *œ* approach the pure," says Heyse. This must be taken with the limitation above that several are vowel substitutes or digraphs. There are also dialectic combinations of long and short vowels as in Grk. The Sanskrit diphthongs have been noticed above. The pure Grk. are *ai, au, ei, eu, oi, ou* and the impure *ui* only found before a vowel, as *muia* fly, *uios* son. The weak vowels remain unchanged before the hard. There are many vowel juxtapositions in Grk. which are not diphthongs, arising from the falling away of the digamma; e. g. *bou-s*, Lat. *bos* for *bov-s* *bov-is*, Grk. gen. *bo-os* for *boF-os*; *ô* on for *ôFon* Lat. *ovum*, *ois* for *oFis* Lat. *ovis*. Most of the diphthongs in

Grk. arise from contraction especially in the formative syllables of verbs.

The modern Grk. has no diphthongs but sounds ai, e; au eu ou, av ev ov; ei oi ui, i.

The Latin shows a strong repugnance to diphthongs. This Benary treats as one of the distinctive features of Latin. In the classical period æ, œ, au, eu were found. The first two are impure for older ai, oi. Æ, œ never represent a + e, o + e but a + i, o + i or vocalized j = y. The inscriptions give Aimilius, aitermus, aidilis, aikuom, quairere. The old dative forms are in ai, aulai terrai dominoi. Cœtus is from coitus, cœlum Grk. koilon. An original oi was sometimes changed to u as oinos unus, oitilis utilis, ploirume plurime.

If we notice the slight difference in sound between terrai terræ, we can easily understand the orthographic change. It also shows us that the diphthongs sounded both vowels, then a mixed or unlauted sound arose æ = ä, œ = ö.

The æ sinks down frequently to e; as in saeculum seculum, haeres heres, caerimonia cerimonia. Oe is preserved in pure Lat. words foedus, amoenus, coepi. It commonly passes over into ae, sometimes into u; e. g. proelium, praelium, coelum caelum, moenus munus poena punio. Oe is also derived from ui and so naturally passes into u. From Skr. root-pu to purify comes pu-ina poena and punio, root mu to bind mu-nia moenia and munire. Au is preserved in very few words; in many it passes into o; aurum orum lautus lotus caudex codex. Eu is formed from a dissolved v or by contraction as neu, ceu, seu for neve ceve sive, neuter from ne-uter.—It is also heard in Europa. The ancient ei passed sometimes into i, sometimes e, as heic hic, aureis auris aures, fontei fonti. Ui after q is not a diphthong. Qui quae quod were sounded ki kae kod, cui and huic are for quoi and hoic. In fui docui fructui &c it is sounded as a diphthong.

The Gothic had only three pure diphthongs ai, au, ei, and the impure iu, which in N.H.G. is partly ie, partly eu, liub lieb, niun neun nine.

In O.H.G. the number is still more contracted; ai passes into ei, au into ou, on the other hand many impure diphthongs arise. M.H.G. retains ou for au, just as the Ionic Grk. gives ôu for au, thôuma thauma, M.H.G. gives ei ou pure, uo, ei, iu impure, uo becomes u in N.H.G.; e. g. guot gut good bruoder bruder; ie, i; iu, eu as in nieve neu new; ou, au boum baum, rarely ai for ei. The present German has four pure diphthongs ai, ei, au, eu; oi ou are wanting; ai and ei, are not carefully separated, eu sounds like oi in voice, au like ou

in sound. The impure diphthongs as in the Romanic languages appear as later dialectical peculiarities. Klipstein the Anglo-Saxon scholar says that the Aags. did not admit diphthongs. This, according to Dr. Bosworth's Dict., must be excepted to since he distinguishes the diphthongal form *ae* as in *naegel* nail, like the Eng. name sound *a*=Italian *e+i*; also *i* as in *time*,=*a+e*, and according to Bosworth in *hûs*, *mûs*, *nû*, *mûth*, *thû*, *ûre*, house, mouse, now, mouth, thou, our, the *ou*, as in sound.

Much confusion exists as to the number and character of our English diphthongs. Let us apply the scale of pure vowels as a test, *ai*, *au*, *ei*, *eu*, *oi*, *ou*, remembering that in this scale *a* sounds *ah*, *e* like *a* in name, *i* as in machine, *o* as in note, *u* like *oo*.

Ai is nearly represented by *i*, *y* in type, *ie* in tie, *ui* in guise, *uy* in buy; *au* by *ou* in sound, *ow* in now; while *ai* is represented by *ice* and *isle*, *ei* is supposed by some to be heard in *ire*, height but the difference is slight as in German, *a* in *ale*, name, and the words *aid*, *weigh*, *survey*, present the original sound; *eu* by *eu* in Europe new, *u* in tune use, *iew* in view, *eau* in beauty; *oi* pure is not given, *oi* in oil, *oy* in boy approximate it, *ou* is heard in old, oak, own. I am aware that there are those who will differ from these conclusions. They are the result of some reflection and are confirmed by the nice discriminations of Rush, and Murdock and Russell. There are other combinations, sometimes called diphthongs, which can only be properly called digraphs, and others still called triphthongs, which are properly trigraphs, that is combinations of three letters, not of three sounds.

The Lithuanic, Lettic, and Slavonic diphthongal equivalents will be given in a comparative table of the vowels. C. W. S.

READING.—This is a reading age, and full of all kinds of books and papers. Everybody has a paper, even to the children. The news all goes into print, and the people read it and then talk about it. All the jokes, puns, fun, pleasant stories and good lessons are printed, and so become public property. The best of things get into papers and books. Men's best thoughts and feelings, their cutest, funniest, loveliest ideas are spread upon paper. So by reading we get the best of everything—the cream of news and knowledge. How much young people lose, then, that cannot or do not read. Reading is talking on paper, and everybody who has a tongue and loves to talk should love to read.—*Youth's Friend*.

KNOWLEDGE, more than any thing else, enables a man to rise to distinction, in a free country.

FOR THE JOURNAL.

ABOLITION TEXT BOOKS.

Cleveland's Compendium of American Literature.

At the suggestion of several brother teachers, I beg leave to expose through your pages the virulent Abolition character of a new School Text Book, issued by E. C. & J. Biddle, Philadelphia, called "Cleveland's Compendium of American Literature." In this new compilation, the author is alike guilty of a violation of good faith, good taste, and good sense. His first work was a "Compendium of English Literature" a book still used in our best schools, and highly prized. I have also been using this work, and about twelve months since, upon learning from the publishers that a similar work was out on American Literature, I ordered copies for my first class in reading. In about two weeks use, I found out that it was a unique abolition manual, and discarded it at once.

First, about one fifth of its matter, which extends over 740 pages, is made up of the peculiar philanthropic Billingsgate of the Garrison, Sumner, Seward and Beecher School, with all of its choice perfumed phraseology, and all of its utter contempt for decency and truth. Twelve pages are devoted to Harriet Beecher Stowe, who, Cleveland says, is, "without a rival in either Hemisphere," the benefit of which adulation is most cheerfully conceded, for no woman ever before shocked the moral sense of the world by such black misrepresentation, to use no harsher term. The extracts selected from her writings are *all* on the "bleeding" subject, mostly, if not all, from the redoubtable "Uncle Tom's Cabin."

Charles Sumner is immortalized in about the same number of pages, with a minute, dolorous account of his affair with Brooks, in which our author rings the changes upon "cowardly assailants," "lasting disgrace of South Carolina," "inherent wickedness," "cause of freedom," &c., &c.

Miss Elizabeth Chandler, a Delaware Abolitionist, fills several pages, with five extracts, all on the interesting subject. A Boston poetess, and a slave there, till Nature's Higher Law dissolved the institution North, whose name is Phillis Peters, the wife of a man, "sometimes called Dr. Peters," is also rendered immortal in several pages, while the impartial author finds it convenient to omit even the *name* of Wm. Gilmore Simms! and that in a work professing to give the best specimens of *American Literature*. Next comes Dr. Channing, Whittier, Barnes and others, including Washington, Franklin, and Jefferson, whose writings have been culled and garbled, and

newly translated and prostituted to the vile purposes of sectionalism. Indeed, a school boy would at once infer from Cleveland that the world, en masse, was made up of first water Abolitionists.

Daniel Webster is indeed allowed embalming by our author—but to *oblivion*, for having fallen from grace on the Fugitive Slave Law question.

But enough. The *facts* speak without extracts. I hope my brother teachers will pass round the name of Cleveland and his publisher. To the latter we would say, that the confidence reposed by the South in Northern school-book publishers, has heretofore been liberal and unsuspecting, but that confidence has at length become alarmed, and its eyes will henceforth be close upon you, and upon any vehicles, in whatever disguise you may send them forth, for the circulation of social and political poison in our midst. There are some other school-books, which the guardians of education and of the South should inquire into.

Six years ago I excluded from my list of text books, "Wayland's Moral Philosophy, yet it is used in our University and other schools. Mrs. Willard's Histories are in universal use, yet she is a first class abolitionist. So is Dr. Cutter, of "bleeding Kansas" notoriety. Let every book in which the individual sentiment and moral of our section is disparaged, be at once published and repudiated in all our schools of every grade. The ominous agitation of the great a *social* question, which underlies the present political excitement, demands it. But aside from our interests, do we owe nothing to pride, to self-respect, and dignity—nothing to the cause of Southern educational progress and independence? If our text books are at fault, is there not ability and industry enough in the great body of Southern teachers to make them, and enterprise enough in our publishers to print and bind them? In this connection, it is but just to say, that the firm of E. H. Butler & Co., Philadelphia, never published an unsound book of any kind, and in their Goodrich's Pictorial History of the United States, just published, the offensive part with regard to the history of the abolition of slavery in Pennsylvania, is expunged.

But I will close my hasty remarks. I hope to hear from the Journal of Education on this subject. Yours, D. S. RICHARDSON.

It is not high crimes, such as robbery and murder, which destroy the peace of society; but the village gossip, family jealousies, pickings between neighbors, and meddling, are the worms that eat into all social happiness.

WRITTEN FOR THE JOURNAL.

SULPHUR.

The derivation of this word is a matter of some difficulty; it is not found in the Teutonic languages, where we find Brimstone, i. e. burn-stone, from the Saxon. In the Hebrew of the O. T. the word is Gophrith, connected with the gopher-wood of which Noah built the ark: and which is supposed to mean some kind of resinous wood, such as pine, fir, &c., and gophrith is probably the product of this kind of tree; hence pitch originally, but transferred to other combustible substances, and specially to sulphur. In the septuagint translation into Greek. of the O. T. in the N. T. and in classic Greek, the word is Theion, which is the same as for Divinity, either because brimstone was supposed to have a purifying effect, as in Homer's Illiad, 16th Book, lines 228 (275 in Couper's translation.)

"That cup producing from the chest, he first

With sulphur (theio) fumed it, then with water rinsed."

Or because lightning has the smell of sulphur, and places struck by it were considered sacred to the gods, by the ancients. The same idea as that associated with lightning in the Bible, in such passages as Gen. 19: 24. Ezek. 38: 28. B. 11: 6. "Fire and brimstone are familiar types of sudden and complete destruction, with constant reference to the great historical example of Sodom and Gomorrah."

We find here then no origin of the word sulphur, and must recur to the word in the Latin where alone we find it. In Smith's Dictionary of Grk. and Rom. antiquities, at the word Theion, we find two kinds of sulphur mentioned—one native, which had not undergone the action of fire, called assuron; another which had, "That which had been freed from impurities by an artificial process, which had passed the fire, was called pessuromenon, and distinguished into various kinds." One of the ancient ways of spelling the word is sulphur. It is separated from impurities by sublimation, which bears the same relation to a solid body that distillation does to a liquid. The solid is converted into vapor by heat, and condensed again by cold. One author says "sulphur is very volatile. It begins to rise slowly in vapor, even before it is completely fused. Common sulphur is purified in this way." It is found abundantly in the vicinity of volcanoes, and Europe as well as the U. S. is supplied from Italy and Sicily. We infer then that the word is derived from this process of purification by fire. The Greek word *luô* means to loose, the Latin word corresponding has a similar meaning. Then we have

Latin solvo, probably compounded either with the inseparable prep. se, apart; or se the reflexive pronoun, and luo; means, "to loose, untie, unbind, to separate, disengage, break up, dissolve." Now add to this the Greek word pur, fire, and we have the idea, "separated, disengaged by fire," The u is short, both in the increment of sulphur and of pur. If any one can invent a better derivation we should like to see it.

E. F. R.

A GENEROUS CRIMINAL.

A young man recently made his escape from the galleys at Toulouse. He was strong and vigorous, and soon made his way across the country, and escaped pursuit. He arrived next morning before a cottage in an open field, and stopped to beg something to eat, and for concealment while he reposed a little. But he found the inmates of the cottage in the greatest distress. Four little children sat trembling in a corner, their mother was weeping and tearing her hair, and the father walking the floor in agony. The galley asked what was the matter, and the father replied that they were that morning to be turned out of doors because they could not pay the rent.

"You see me driven to despair," said the father, "my wife and little children without food or shelter, and I without means to provide any for them."

The convict listened to this tale with tears of sympathy, and then said, "I will give you means. I have but just escaped from the galleys; whoever secures and takes back an escaped prisoner, is entitled to a reward of fifty francs. How much does your rent amount to?"

"Forty francs," answered the father.

"Well," said the other, "put a cord around my body; I will follow you to the city; they will recognize me, and you will get fifty francs for bringing me back."

"No, never!" exclaimed the astonished listener; "my children should starve a dozen times; before I would do so base a thing."

The generous young man insisted, and declared, at last, that he would go and give himself up, if the father would not consent to take him. After a long struggle, the latter yielded, and taking his preserver by the arm, led him to the city, and to the mayor's office. Every body was surprised that a little man, like the father had been able to capture such a strong young man; but the proof was before them. The fifty francs were paid, and the prisoner sent back to the

galleys. But after he was gone, the father asked a private interview of the mayor, to whom he told the whole story.

The mayor was so much affected, that he not only added fifty francs more to the father's purse, but wrote immediately to the minister of justice, begging the noble young prisoner's release. The minister examined into the affair, and finding that it was comparatively a small offence which had condemned the young man to the galleys, and that he had already served out half his time, he ordered his release. Is not the whole incident beautiful?—*Student and School-mate.*

WRITTEN FOR THE JOURNAL.

AN EDITOR OF LIVY MISTAKEN.

At the inauguration of Numa Pompilius as King of Rome, the augur led him to the top of the arx, which we take from previous usage to be the capitoline hill. The king sits down on a stone facing to the South. The augur either at sitting down faces the East, or after his prayer to the gods takes that position; as appears from the expression, "he declared the right hand portions to be the South and the left hand to the North." Now at the next point we think that the note in the edition of Schmitz & Zumpt, on the passage, page 42, is a mistake.

They say: "He fixed in his mind the sign opposite, as far as he could see," that is he made up his mind and prepared himself to seek for a sign in the quarter of the heavens opposite to him and at the extreme point of vision. The augur, therefore, directed his "attention solely to a part of the heavens in which an omen was favorable, and did not at all observe the unlucky side."

There was enough undoubtedly of superstition and deceit about the system of augury among the Romans, but I think there is no occasion of bringing the charge here. But that the augur simply fixed upon some object as far as he could see in the horizon, in the East, as a mark (signum) for the terminus of an imaginary line from his eye to that point, dividing the lucky and the unlucky portions of the heavens, in which he wished and expected the omens to appear. Then he prayed that Jupiter would clearly reveal by sure signs within those limits, whether it was his will that Numa should reign at Rome, and repeated over the omens he wished sent; and when they were sent, they came down. This agrees with the note in Lincoln's edition. E. F. R.

We should be kind to all persons, even to those who are unkind and cruel to us.

PHYSICAL TRAINING.

[The following extracts from the report of a special committee, appointed to examine the subject with reference to the public schools of Boston, will be found equally applicable to our schools and families.

All who have the care of children should give more attention to the full development of their physical powers, in connection with their mental training, that each one may grow up with a sound mind in a sound body.—Resident Editor.]

No one will deny that a healthy, vigorous, and active physical system is an inestimable blessing. Bacon wisely places the good of the body, in health, strength, and beauty; for soundness of body is the first requisite to human happiness; the power of endurance is a necessary element of success in every pursuit of life; and a manly figure and a graceful deportment are valued and desired by all except the ignorant and debased. A famous Englishman, in accounting for the achievements of another still more famous, said of him, "I know he can toil terribly." A suggestive writer remarks that the first requisite to success in life is "to be a good animal." Under the keen competition of modern life, the application required of almost every one is such as few can bear without more or less injury; and many break down altogether under the severe pressure to which they are subject. Hence it is of especial importance that the training of the young should be such as not only to fit them mentally for the struggle before them, but also to render them physically able to endure its wear and tear. Bodily endurance is the whole estate of the poor man; and it is a possession indispensable to those who would perform with success the high parts on the theatre of life. The action of a strong character seems to require something firm in its material basis, as a powerful engine needs the support of a solid structure; and, accordingly, it will be found that a majority of persons remarkable for force and decision of character, possess great firmness, and vigor of constitution. The greatness and success of Washington were due, in no small degree, to his physical faculties and acquirements.

The connection between the body and mind and their reciprocal dependence on each other, should be understood and duly heeded, by the educator. The physical organs are the instruments which the mind employs in its operations. Upon the condition of these organs, therefore, the efficiency of mental action must to a great extent depend. The muscular system sustains a peculiar and important relation to the nervous system which is the immediate organ of the mind; and the capacity of the brain, the centre of the nervous

system, for the endurance of mental labor, depends, in a great degree, upon the proper exercise and development of the muscular powers. It is obvious that intellectual attainments are rendered comparatively useless where they are not made available by corresponding physical powers. The mind is incapable of exerting all its energies and the heart the kindest affections, if the body is in a state of debility and disease.

In view of facts like these, we may justly consider the preservation of health and the cultivation of the physical faculties as the foundation of the whole edifice of education. This care and cultivation of the body is what is meant by physical education. Its object is to favor as much as possible the development of the strength and activity of the body,—in the first place for the sake of moral and intellectual culture, and next for the labor to which man is destined.

The benefits of health are not confined to the individual; they extend to the community and to the future generation. In a political point of view, governments would do well to give encouragement to this branch of human culture, for it is important to a State to possess an active and vigorous population; or, as has been said, "to be a nation of good animals is the first condition to national prosperity." History teaches us that those races which have been the best developed physically, have been the conquering races, while the degenerate and enfeebled races have been the victims of conquest and oppression. Among the Greeks and Romans, athletic training was the basis of national education. This was one cause of the success of their arms. The Greeks, especially, were a superior race of men; and, doubtless, their attention to physical education was highly influential in producing this result. Of modern nations, the English, in its well-educated classes, affords the best example of high physical and mental development combined. And it is said that the home-reared Englishman, of the well-to-do class, like his cattle, has been a constantly improving stock.

With us, especially in our cities, the reverse seems to be true. In stature, health and strength, there has been degeneration, instead of advance. Your Committee concurs, in the main, with the views of the Superintendent as to the deficiency in health and bodily vigor, of the children and youth among us. Those persons who have never travelled, and who have never made the subject a study, are not fully aware of this physical degeneracy, because they have no standard of comparison. As a proof of its existence, however, it may be remarked that foreigners, on their arrival in America, are struck with the predominance of sallow, thin, unhealthful countenances, while on the

other hand, the American, on his first visit to England, is surprised at precisely the opposite phenomenon,—the ruddy and healthful countenances being in the majority.

The causes of this degeneracy suggest the remedy. Heretofore, intellectual education has engaged our attention almost exclusively, while we have thought little of the bodily welfare. Much has been said and written about raising good horses and cattle, but till recently, little has been said or written as to the rearing of well-grown men and women. The reaction, however, has commenced. Parents are opening their eyes to their past errors. Public opinion demands a better physical education. Information on this subject is eagerly sought for. Already something has been accomplished.

But what ought to be done *in our schools* in this respect, is the practical question to which the special attention of your Committee has been directed.

In general, it may be said that the school has been established and is maintained to promote, as far as it is capable, the well-being of such children as are privileged to enjoy its benefits. The school ought to train the pupils in those practices and habits which tend to secure permanent and vigorous health, as well as to discipline their minds, and store them with knowledge. We have erred in ignoring the body too much, and in devoting our attention too exclusively to the mind; whereas the culture of the body ought to be regarded as the basis of success in the other branches of education. Hence our education is onesided. It lacks symmetry and proportion. We have given the pupils too much mental exercise relatively, and too little physical training. We have felt that every hour of emancipation from the tasks was an hour lost. We have made the juvenile life much more like the adult life than it should be. Nature designed that the greater part of the vitality of children and youth should be expended in growth. We have compelled our children to break this law of health, by requiring the application of too much of their vital energy to brain-work.

The first step in this educational reform, is to see that the mental powers are not exerted at the expense of the physical.

It is the opinion of your Committee, therefore, that if a considerable portion of each school session were occupied by the pupils in the judicious practice of gymnastic exercises, their physical welfare would be greatly promoted, without any diminution of their mental acquirements.

A traitor is good fruit to hang from the boughs of the tree of liberty.

THE FARMER.

[We copy the following from the "concluding words" of "Campbell's Agriculture," a work designed for the school and the farm, and especially adapted to the wants of the practical agriculturalist of our southern states. Intelligent farmers constitute the most reliable and valuable class of our citizens.]

The leading design has been to present the great principles of Science closely connected with Agriculture, and to show how those principles are involved in the daily business of the farm.

It is hoped that the young farmer will find some things so presented to his mind, as to inspire him with new ardor in his honorable profession; and, at the same time, enable him to pursue it with unwonted pleasure. No profession can ever give much mental pleasure or satisfaction to the man engaged in it, unless he has, first, a clear view of the principles which form the basis of his operations; and, secondly, a distinct understanding of the relation between these principles and his own practice.

The life of the agriculturalist, as well as that of men in other pursuits, may have its toils, its trials, its perplexities, and its disappointments; but it has, at the same time, rare sources of pleasure and comfort. In the first place, it is the most independent of all departments of industry. It is true there is a mutual dependence pervading all the classes of society, but none have to rely so little upon the capricious patronage of their fellow-men as the successful cultivators of the soil. Hence, they are less seldom tempted to resort to trickery and deception, than men in some other professions, in order to secure the favorable consideration of the "the public."

Again, every farmer may feel that he is a member of that class upon whom a country like ours is chiefly dependent for its wealth and prosperity. The farming interests lie at the foundation of our national greatness. A paralysis in this department would evidently result in a paralysis of every industrial and commercial pursuit throughout this broad land. The farmers nourish and enrich the nation.

The land-holders of our country, too, are the conservators of the purest patriotism. They are always the most stable and reliable citizens of this, and every other land. No other class of the people have their interests so closely and completely identified with the general and permanent interests of every part of the country—none can be more warmly attached to their native soil—and none are found more ready at all times to raise the strong arm of resistance

against every invasion of rights, from whatever source it may come ; and yet, no class of our citizens are so conciliatory and conservative in all times of great political excitement. Such considerations give a dignity and importance to agricultural pursuits which few other professions can claim.

Besides these more general relations of the farmer to society, which should cause him to feel no ordinary degree of satisfaction in the pursuit of his honorable calling, he has around him the more closely-associated interests of his own little "republic" at home, in which he can ever find much to alleviate any vexations which may arise to mar his comfort. A well-tilled farm, with its appurtenances all skilfully arranged, and in good order—with its close, strong fences, its deeply-plowed fields, and its well-selected, well-fed, and comfortably-sheltered stock—presents to the mind of any man of taste, a most pleasing object of regard. How much, then, must that pleasure be heightened, when he can say: "All these are my own!" If, in addition to this, the happy owner can look over his broad fields, and view every step taken in their improvement and culture, with the light of Science before his mind—if he can trace each effect back to its true cause—how much more elevated still must be his pleasure, and how much more complete his satisfaction !

There is yet a higher view, which the intelligent tiller of the soil may take of all that he sees around him. When he beholds in the light and heat of the sun, in the air he breathes, and in the fertilizing shower, exhaustless sources of life and joy—when he has learned how nicely the balances of Nature have been adjusted in all her departments—his thoughts must often rise in gratitude to the all-wise Author of these beautiful and benevolent arrangements. In every breeze that sweeps across his fields—in every shower that waters the thirsty land—in the growth of every plant upon his soil—in every shaking leaf, and in every blooming flower by the wayside—Science has taught him to see, and seeing, to adore, the hand of Omnipotence.

TRUE.—If young women waste in trivial amusement the prime season for improvement, which is between the ages of sixteen and twenty, they will thereafter bitterly regret the loss, when they come to feel themselves inferior in knowledge to almost every one they converse with ; and above all, if they should ever be mothers, when they feel their own inability to direct and assist the pursuits of their children, they will then find ignorance a severe mortification and a real evil. Let this animate their industry ; and let not a modest

opinion of their own capacities be a discouragement to their endeavors after knowledge. A moderate understanding, with diligent and well directed application, will go much farther than a more lively genius, if attended with that impatience and inattention which too often accompany quick parts. It is not for want of capacity that so many women are such trifling insipid companions, so ill qualified for the friendship and conversation of a sensible man, or for the task of governing and instructing a family; it is much oftener from the neglect of exercising the talents which they really have, and from omitting to cultivate a taste for intellectual improvement. By this neglect, they lose the sincerest of pleasures; a pleasure which would remain when almost every other forsakes them, of which neither fortune nor age can deprive them, and which would be a comfort and resource in almost every possible situation in life.

THE SLIGHTED SCHOLAR.

Cases like the one I am about to relate are much too frequent in our country, and they are such, too, as should be guarded against by all who have an interest in education. The incident was brought to mind by hearing a complaint made by the parent of a poor boy, who had been grossly neglected by the village teacher, neglected because he was poor and comparatively friendless!

Many years ago, I attended school in the town of—. Among the scholars there was a boy named George Hadley. His father was a poor, drinking man, and the unfortunate boy had to suffer in consequence. George came to school habited in ragged garments—but they were the best he had; he was rough and uncouth in his manners, for he had been brought up in this way; he was very ignorant for he had never had an opportunity for education.

Season after season George Hadley occupied the same seat in the schoolroom—it was a back corner seat, away from the other scholars, and there he thumbed his tattered primer. The ragged condition of his garb gave a homely cast to his whole appearance, and what of intelligence there might have been in his countenance was beclouded by the “outer covering” of the boy. He seldom played with the other children, for they seemed to shun him; but when he did, for a while, join them in their sports, he was so rough that he was soon shoved off out of the way.

The teacher passed the poor boy coldly in the street, while other boys, in better garbs, were kindly noticed. In the school, young Hadley was coldly treated. The teacher neglected him, and then

called him an "idle blockhead," because he did not learn. The boy received no incentive to study, and consequently he was most of the time idle, and idleness begot a disposition to while away the time in mischief. For this he was whipped, and the more idle and careless he became. He knew that he was neglected by the teacher, and simply because he was poor and ragged, and with a sort of sullen indifference, sharpened at times by feelings of bitterness, he plodded on his dark, thankless way.

Thus matters went on for several years. Most of the scholars who were of George Hadley's age, had passed on to the higher branches of study, while he, poor fellow, still spelled out words of one and two syllables, and still kept his distant seat in the corner. His father had sunk lower in the pit of inebriation, and the unfortunate boy was more wretched than ever. The look of clownish indifference which had marked his countenance, was now giving way to a shade of unhappy thought and feeling, and it was evident that the great turning point of his life was at hand. He stood now upon the step in life from which the fate of after years must take its cast. At this time a man by the name of Kelly took charge of the school. He was an old teacher, a careful observer of human nature, and a really good man. Long years of guardianship over wild youths had given him a bluff authoritative way, and in his discipline he was strict and unwavering.

The first day he passed as the teacher's desk of our school, was mostly devoted to watching the movements of the scholars, and studying the dispositions with which he had to deal. Upon George Hadley his eyes rested with a keen, searching glance, but evidently made little of him during the first day; but on the second day he did more.

It was during the afternoon of the second day that Mr. Kelly observed young Hadley engaged in impaling flies upon the point of a large pin.

He went to the boy's seat, and, after reprimanding him for his idleness, he took up the dirty tattered primer from his desk.

"Have you never learned more than is in this book?" asked the teacher.

"No, sir," drawled George.

"How long have you attended school?"

"I don't know, sir. It's ever since I can remember."

"Then you must be an idle, reckless boy," said the teacher with much severity. "Do you realize how many years you have thrown away? Do you know how much you have lost? What sort of a

man do you intend making, in this way? One of these days you will be too old to go to school, and then, while your companions are seeking some honorable employment, you will be good for nothing. Have you parents?"

"Yes, sir," answered the boy in a hoarse subdued voice.

"And do they wish you to grow up to be an ignorant, worthless man?"

The boy hung down his head and was silent; but Mr. Kelly saw two great tears roll down his cheeks.

In an instant, the teacher saw that he had something besides an idle, stubborn mind to deal with in the ragged scholar before him. He laid his hand on the boy's head, and in a kind tone he said,

"I wish you to stop after school is dismissed. Do not be afraid, for I wish to assist you if I can."

George looked wonderingly into the master's face, for there was something in the tone of the voice which fell upon his ear that sounded strangely to him, and he thought, too, as he looked around, that the rest of the scholars regarded him with kinder countenances than usual. A dim thought broke in upon his mind, that from some cause, he was going to be happier than before.

After the school was dismissed, George Hadley sat in his seat till the teacher called him to the desk.

"Now," said Mr. Kelly, "I wish to know why it is, that you have never learned any more. You look bright, as though you might make a smart man. Why is it that I find you so ignorant?"

"Because nobody never helps me," replied the boy. "Nobody never cares for me, sir, for I am poor."

By degrees the kind-hearted teacher got the poor boy's whole history, and while generous tears bedewed his eyes, he said:

"You have been wrongly treated, George—very wrongly; but there is yet time for redemption. If I will try to teach you, will you try to learn?"

"Yes—oh, yes," quickly uttered the boy in earnest tones. "Yes, I should love to learn. I don't want to be a bad boy," he feelingly added, while his countenance glowed with unwonted animation.

Mr. Kelly promised to purchase books for the boy as fast as he could learn to read them, and when George Hadley left the school room his face was wet with tears. We scholars who had remained in the entry, saw him come out, and our hearts were warmed toward him. We spoke kindly to him, and walked with him to his house, and his heart was too full for utterance.

On the next day George Hadley commenced studying in good

earnest, and the teacher helped him faithfully. Never did I see a change so radiant and sudden as that which took place in the habits of the poor boy.

As soon as the teacher treated him with kindness and respect, the scholars followed the example, and the result was, they found in the unfortunate youth one of the most noble-hearted, generous, accommodating, and truthful playmates in the world.

Long years have passed since those school-boy days. George Hadley has become a man of middle age, and in all the country there is not a man more beloved and respected than he is. And all is the result of one teacher having done his duty.

You who are school-teachers, remember the responsibility that devolves upon you. In this country of free schools, there should be no distinction between classes. All are alike entitled to your care and counsel, and the more weak the child, the more earnest should be your endeavors to lift him up and aid him.—*Mich. Journal of Ed.*

A TALK ABOUT TEACHING GRAMMAR.

Green. Good-morning, Brother Sharp. You are just the person whom I wished to meet.

Sharp. I am glad we have met, then; for I live principally to oblige my friends and the public. Good-morning. I hope you are well.

Green. Well, but in some tribulation.

Sharp. I am sorry to hear you say that. Can I do any thing to assist, or even to comfort you?

Green. Both, my good friend. The Report of the Committee declares that you have been eminently successful in imparting to your pupils a thorough knowledge of English grammar, while it suggests that I ought to bestow more attention upon the subject. I am very deeply wounded by this remark—not that which praises your skill, for I know the commendation is deserved; but that which condemns my work. And I am the more disturbed and disheartened by the consciousness that the condemnation is just. I feel that all my labors upon grammar have been useless, ending in utter failure.

Sharp. You take a very harsh view of the subject.

Green. But a just view. I have been completely discouraged for the last six months. I have devoted more time to grammar than to any other subject; but I declare I believe there is a conspiracy in my school to defeat all my exertions. I appeal to you for aid.

Sharp. I will cheerfully afford you all the assistance I can.

Green. Thank you.

Sharp. Well, how do you proceed? Suppose a class which has never studied grammar to be before you, what would you do?

Green. I should have a cold sweat as I contemplated the dreadful prospect before me. It makes me shudder to think of the appalling drill, of the horrible repetitions, and of the frightful expenditure of temper and words, which the process of instructing the class would require.

Sharp. Indeed! I think grammar is one of the pleasantest studies pursued in my school. I certainly prefer it to any other.

Green. What manner of man are you? Fond of teaching grammar! I should as soon think of finding an ox with a taste for roast beef and turtle soup, as a teacher with a taste for grammar. I abhor its very name. It is an abomination to me.

Sharp. Excuse me, but I think it must be because you do not teach it in a proper manner. You can't pitch hay with a grindstone, nor eat soup with a fork; and you can't teach grammar without using common sense in the operation.

Green. What is common sense to one man is folly to another; and one man's wisdom is another man's stupidity.

Sharp. But I refer to your own individual common sense. How do you teach grammar?

Green. Why, I first have the class learn the definitions of all the parts of speech, of course.

Sharp. And, of course, when you teach arithmetic, you first have the class learn all the rules in the book.

Green. I'm not quite a fool.

Sharp. Not quite; but pray proceed with your method of teaching grammar.

Green. There is nothing more to explain. When the scholars have learned all about the parts of speech, person, number, gender, case, declension, comparison, conjugation: when they have learned all these things, I take them into parsing. Then comes the rub! If you could only have heard the blunders my class made the other day, when they attempted to parse for the first time, it would have made you laugh—it made me weep. Though I had thoroughly and carefully drilled them in all the definitions, I found they had no more idea of the matter than a Hottentot has of the Kansas—Nebraska Bill. The very first scholar parsed *I* as a verb, third person, plural number, objective case, and governed by *yellow*. Was that my fault? I certainly scraped all the skin off my throat in

convincing them that *I* was always in the first person. They are infidels on the subject at this every hour.

Sharp. I see your trouble. Suppose a company of "plug-uglies," "dead rabbits" and "roughs" should be sent to New Zealand to teach the natives Christianity. If these hopeful missionaries should be perfectly faithful in imparting the theology, and even bring their pupils to a thorough understanding of the principles of the new religion, how long would it take to convince them that Christianity is worth having, if their teachers got drunk every day, and indulged in a "free fight" three or four times a week?

Green. It would take some time, I should say.

Sharp. Perhaps longer than it would to impart a knowledge of grammar without constant practical exemplification of the principles taught; but either would make a long and disgusting story.

Green. Then you think I don't begin to parse soon enough.

Sharp. That is exactly my opinion. Separating etymology and syntax is just as absurd, in my estimation, as separating faith and works. You don't teach all the rules in the Arithmetic first, and then "do the sums." Why should you teach all the definitions in grammar before you apply any?

Green. I have told you my plan; now will you explain your method?

Sharp. With the greatest pleasure.

Green. How would you proceed with a class of beginners?

Sharp. I should first explain to them the nature of a sentence, using such illustrations as "John runs," "Birds fly," "Boys read," "Children play," and requiring them to construct sentences of this kind.

Green. What! begin at the top of the ladder?

Sharp. My dear sir, of what use is a ladder without something to rest it against? It won't stand alone, any more than your definitions. The subject and the predicate—the noun and the verb, next require attention. I explain the meaning of each, and vary the illustrations in every possible manner. I give the subject, and the class give the predicate. I name a predicate, and they furnish a subject. The class know what they are about, and actually enjoy the exercise.

Green. Well, I should think they might.

Sharp. I then take up the noun. Let each scholar write several nouns; let them pick out the nouns in the reading lesson; in short, resort to all kinds of expedients till the idea of a noun is thoroughly grounded in the minds of all. Then proper and common nouns come

up for consideration ; then person, number, gender, and case. This is not the work of a single lesson—perhaps not of a dozen, for, “One thing at once,” is a cardinal maxim in teaching grammar. Having thus disposed of all the accidents of the noun, I assign a lesson, consisting of a dozen sentences of two words each,—the subject and predicate,—for parsing. These exercises are usually written upon the blackboard. I require each scholar to parse and dispose of a noun, giving the rule, and going through with all the forms that will ever be required of him.

Green. But our books are not adapted to this plan.

Sharp. Then we must adapt the book to the plan—not the plan to the book. I next take up the verb, in the same manner, omitting the mood and tense for a time. Then the class can manage a sentence, and the work is more inviting than ever. The article is then considered, the definitions learned, and the application explained. Such sentences as, “A boy plays,” “The girls sing,” etc., constitute the parsing lesson. The possessive case is then in order ; then the objective ; but each of these topics is made the subject of a separate lesson, and all nouns and articles must be parsed in full. It is my practice to require the scholars to write composition each day,—that is, they furnish sentences like those in the parsing lesson.

Green. What do you think of Van Dusenbury’s method ?

Sharp. I don’t know anything about it. I am an old foggy on grammar. With me, my own method succeeds. It may not suit you.

Green. I shall try it, at any rate ; and I am very much obliged to you for your explanation.

Sharp. There is no patent on my method, and it may be used with any decent grammar.—*Mass. Teacher.*

Were we to ask a hundred men who from small beginnings have attained a condition of respectability and influence, to what they imputed their success in life, the general answer would be, “It was from being early compelled to think for and depend on ourselves.”

The school children of Switzerland have purchased for \$11,000 the Grutli, the birth place of Tell, where he and three others conspired for the deliverance of his country from its oppressors. The place is to be consecrated to national uses, like Mount Vernon, in this country.

Resident Editor's Department.

TO OUR FRIENDS.—A young teacher, who has always manifested a warm interest in the success of the Journal, sends us the subjoined communication, with the request that we will publish it, hoping that it may stir up others to do their duty, or at least to consider what duty requires of them.

We give it a place under our editorial department, because we wish to thank him for thus coming to our aid in time of need, and to add our request to his, that others will second his proposition to furnish a short, practical article for each number of the Journal. It will afford us much pleasure to receive their communications, and to publish such of them as, in our judgment, may be calculated to advance the cause of education.

We sincerely and earnestly say, fellow-teachers, write—young and old—it will do you good; it will do others good. The young may do much good by suggesting difficulties that they desire to have solved by the more experienced. The communication below is from a young teacher, who desires to be benefitted by the experience of others. And those who have spent many years in the school-room should communicate to others the plans which they have found most successful:

Mr. Editor:—I deem it a duty incumbent upon every teacher in the State to make our invaluable organ (the Journal) more advantageous to the teacher and pupil than it now is. It is too true that it has not been properly appreciated by many of the influential educators of the State. We have had many and valuable articles put forth through the pages of the journal; but I kindly ask your readers whose productions they are? Theirs by no means. But it has been ably and nobly sustained almost solely by the Resident Editor; if it has prospered it has been through his instrumentality. There has been a board of editors consisting of several of the best qualified gentlemen in the State, and yet seldom do I find the signature of any, except it be on the title page. And now I ask, in behalf of humanity, why it is that we can't have more original compositions from those eloquent and capable leaders of literature in this state? They are worthy and well qualified, and why not step forward and lend a helping hand to the needy? They may say it does not pay, but I *emphatically* say that it does pay; if not in dollars and dimes, it does in gratitude, which is far more valuable than gold or silver. Are they too timid? if so, it is time that their timidity was shaken off. We who are their inferiors in point of experience need their counsel. We want, need, and must have more practical articles, that the young teacher may better understand his duty and position. We should cause the Journal to contain such information as will have an eye to the raising of the grade of teachers. Let us, one and all, rally to the banner of education, and cause a revival that the flag of success

may triumphantly wave over us when we are laid in the grave. Let us leave our posterity a land of civilization, prosperity and education. Each man can do something for the cause, and it is time, quite time, that this matter should have attention from all quarters. And now how many of my fellow-teachers feel that they are willing to do their duty? I, for one, will, in my inefficient manner, volunteer to furnish a short MS. each month for the *Journal*, not that I wish to make a display of my learning, but simply to do my duty.

Yours respectfully, E. J. H.

DECIMAL MEASURES AND WEIGHTS.—We have long desired to see a complete system of decimal weights and measures adopted in our country, and feel disposed to encourage every effort that may tend to effect such a reform. We therefore ask of our readers a careful perusal of the following article, which we copy from the "*Times*."

Should any of our friends have any improvements to suggest, we will be glad to publish them. If any such improvement is to be made, it must be done through the influence and agency of those who educate the young, for those who have been educated in the use of the present *clumsy* and *complicated* system, will find it easier to continue its use than to unlearn it and adopt any other, however simple it may be. But the young can easily be educated into a new system, when they have no old one to unlearn.

Our decimal system of "Federal Money" is a good illustration of the ease with which all calculations are made on this plan; and it needs no argument to show that it is far preferable to the old Pounds, Shilling and Pence currency. Yet many of our merchants will continue the use of both, and the great variety in the value assigned to the shilling in different places, often makes it difficult for persons from different parts of the same state even, to understand each other when they speak of the price of articles in shillings and pence. In our own state the word 'shilling' has no less than four different meanings; in one portion it means $8\frac{1}{2}$ cts., in another 10cts., in another $12\frac{1}{2}$ cts., and in another $16\frac{2}{3}$ cts. This confusion is easily avoided if we will all use the names that belong to our own currency. Teachers can do much towards accomplishing this result, by showing their pupils that the word shilling does not really mean any thing when used with reference to our money. But we will let the writer, whose article suggested these remarks, speak for himself.

Decimal Measures and Weights.—That a well constructed Decimal system of Measures and Weights would be much more convenient than that now in common use cannot be doubted. This, being the case, the subject should be kept before the people. To do something in this direction is the object of the present article. In order the better to illustrate the subject, the following scheme is introduced.

The Ell is taken as the unit of length, and is equal to twenty-five inches ;

and from decimal parts and multiples of this all other measures are derived.

The following terms, with the first letter of the unit, express the decimal denominations of the measures and weights.

Deci, expresses the	10th	part	To facilitate the change, a decimal
Centi, “	100th	“	system of measures and weights ought
Milli, “	1000th	“	to be so constructed that many of the
Deca, signifies	10	times	principal quantities of the old system,
Hecta, “	100	“	such as feet, inches, bushels, gallons,
Kilia, “	1000	“	&c., might easily be nearly exactly
Myria, “	10000	“	measured or weighed as illustrated by

Long Measure.—The *Ell* is the unit, and is equal to 25 inches.

10 millils,	equal	1 centil
10 centils,	“	1 decil
10 decils,	“	1 Ell
10 Ells,	“	1 decal
10 decals,	“	1 hectal
10 hectals,	“	1 kilial
10 kilials,	“	1 myrial

Land Measure.—The *Acre* is the unit, and is equal to 1 hectal square or .99639 statute Acre.

10 millils	equal	1 centic
	“	1.5942 sqr. rods
10 centics	“	1 decic
10 decics	“	1 Acre
10 Acres	“	1 decac
10 decacs	“	1 hectac
10 hectacs	“	1 kiliac
10 kiliaes	“	1 myriac

Measures of Capacity.—The *Mensur* is the unit and is equal to 5 centils (or $1\frac{1}{2}$ inches) cube.

10 millims	equal	1 centim
10 centims	“	1 decim
10 decims	“	1 mensur
10 mensurs	“	1 decam
10 decams	“	1 hactam
10 hactams	“	1 kiliam
	[equal to .9082659 bush.	
10 kiliams	“	1 myriam.

Weights.—The *Pound* is the unit and is equal to 1 pound Avoirdupois.

10 millips	equal	1 centip
10 centips	“	1 decip
10 decips	“	1 pound
10 Pounds	“	1 decap
10 decaps	“	1 hectap
10 hectaps	“	1 kiliap
10 kiliaaps	“	1 myriap

1 centil equals $\frac{1}{4}$ inch

4 centils “ 1 “

4 .8 decils “ 1 foot

1 Ell “ 25 inches

$1\frac{1}{2}$ Ells “ about 1 yard ($1\frac{1}{2}$ inches over)

8 “ “ 1 rod (2 in. over)

1 decal “ $20\frac{10}{12}$ feet

$2\frac{1}{4}$ kilials “ about 1 mile (.9864 mile)

1 myrial “ 3 .9457 miles

1 centic “ 1 .5942 sqr. rods

1 acre “ .99639 (or about $\frac{276}{277}$ statute acres.)

1 millim “ $\frac{1}{8}$ inch cube

1 mensur “ about $\frac{1}{15}$ pint ($\frac{18}{1843}$ pint)

3 decams “ “ 1 quart (wine)

1.2 hectams “ “ 1 gallon “

1 kiliam “ .9082689 bushel

1.1 kiliam “ about 1 bushel (less than .001 under)

$1\frac{1}{2}$ millips eq'l about 1 gr. ($\frac{1}{20}$ gr. over)

1 centip “ 7 grains

3 centips “ about 1 scruple (1 grain over.)

$3\frac{1}{2}$ centips equals about 1 dwt. ($\frac{1}{4}$ gr. over)

A box 5 centils cube will contain 1 mensur.

“ $12\frac{1}{2} \times 12\frac{1}{2} \times 8$ centils “ 1 decam

“ $2\frac{1}{2} \times 2\frac{1}{2} \times 2$ decils “ 1 hectam

“ 5 decils cube “ 1 kiliam,

&c., &c.

If a change is to be made in our system of Measures and Weights, it should not only be decimalized but also simplified as much as possible. Instead of having three kinds of measures of capacity and three kinds of weights as we now have there should be only one of each. And it would be desirable to

have it so arranged that the capacity of rectangular boxes &c., could be easily calculated from the measure of their sides. All parts of the system should correspond with each other, and yet not differ too widely from the old. All this I have attempted to illustrate above.

It is scarcely denied that decimal measures and weights would be desirable but to attempt its introduction is sometimes objected to, on account of the difficulty of introducing it, and the loss that would be occasioned by rendering worthless all the present measures and weights. I admit that there would be a little inconvenience in making the change, but it might be managed so as to cause but little trouble. To illustrate, let us suppose that something like the above would be adopted. Then let it be explained and illustrated in the new editions of our arithmetics. Let squares be constructed for a while with feet, inches, &c., on one side, and ells, decils, &c., on the other. Scales &c., could be managed in a somewhat similar manner.

Measures of capacity might also be so constructed that liquids could be measured according to both systems; and measures for dry substances might at once be changed from the old to the new, as all the old measures (such as half bushels, &c.,) could easily be altered to suit. Thus the change would be gradually effected with but little loss or inconvenience to any one.

BOOK TABLE.

SARGENT'S STANDARD SERIES; consisting of:

The Standard Primer Part II. First Steps in reading spelling and thinking.

The Smaller Standard Speller.

The Standard Speller; containing exercises for oral spelling; also, sentences for spelling by writing from dictation.

The Standard First Reader, Part II, with spelling and defining lessons.

The Standard Second Reader, Part II.

The Standard Third Reader, Part II. With spelling and defining lessons, and numerous illustrations.

The Standard Fourth Reader for public and private schools; containing a thorough course of preliminary exercises in articulation, pronunciation, accent, &c.; numerous exercises in reading; a new system of references; and a copious explanatory index.

The Standard Fifth Reader for public and private schools. Containing a summary of rules for pronunciation and elocution; numerous exercises for reading and recitation; a new system of references to rules and definitions; and a copious explanatory index. By Epes Sargent. Philadelphia: J. B. Lipincott & Co. Boston: John L. Shorey.

We feel no hesitation in recommending this series of books to our teachers, as far better adapted to the wants of our schools than the most of those now in use. While we are not yet prepared to say that this is the best that has been published, we class it among the many good series that the present age of educational progress and improvement has furnished, and far above nearly every one that has been extensively introduced into our own state.

The Primer adopts what we consider the true principle of primary instruction: the plan which experience has shown us to be the best. There is no

greater absurdity in teaching than to allow a child to spend weeks or months in learning the names of the letters, without attempting to use them in their connection in words: and then perhaps to spend a year in spelling out words that convey no ideas to his mind, without being taught to read them as connected in simple sentences.

In the spellers the words are arranged in horizontal lines, as they are always used in reading. This we consider better than columns.

But what we most admire in the speller, is the dictation exercises. The chief object of learning to spell words is that we may be able to write them correctly. It is almost impossible for those who learn to spell by the use of oral lessons alone, to spell correctly when writing. They spell by the *ear* and not by the *eye*, and cannot easily determine the orthography of a word unless they hear it pronounced. But where spelling is taught by requiring the pupil to write the words, the eye is educated and he will seldom fail to become a correct speller.

The First, Second, and Third Readers are handsomely illustrated, mostly with original designs. We always prefer a book for children with at least one good picture for every lesson; if the objects alluded to or described in the lesson are placed before the eye of the child, his attention is arrested and he is taught to think. School books should always be made as attractive as possible. These three Readers and the Primer are truly attractive in appearance, as well as in matter, and do much credit to their publishers. The illustrations are fine, the type is large and clear, the paper white and good, and the binding neat.

The lessons, through the whole series, are carefully arranged to suit the progress of the learner. Though we think there is room for another book between the Third and the Fourth. The pupil will find some difficulty in using the Fourth Reader with advantage, unless the teacher can select an intermediate one from some other series, which may easily be done. We are unwilling to say more of the two higher books of this series, until we can give them a more thorough examination. But we always consider the primary portion of a series the most important.

THE POLITICAL MANUAL: being a complete view of the theory and practice of the General and State Governments of the United States. Adapted to the use of Colleges, Academies, and Schools. By Edward D. Mansfield. New York: A. S. Barnes & Burr.

This Manual contains full definitions of such terms as are used to designate legal documents and proceedings; a brief and clear explanation of each separate clause of the constitution of the United States: the general theory of State Governments; the differences in the State Constitutions; the operations of the various Departments organized under the Constitution of the U. S. To which is appended Washington's Farewell Address. The volume closes with Parliamentary Rules for the government of public Assemblies, which should be understood by all educated men in a country such as ours.

We consider this an excellent text-book on a *science* that should be taught in all of our schools. We are not prepared to endorse, fully, the views of the author on some disputed points, but this will perhaps be the case with all works of the same character. Any one who is not familiar with all the operations of our government, will be amply repaid for the time spent in perusing this little volume.

THE FIRST BOOK OF THE CONSTITUTION: a familiar exposition of the Constitution of the United States. Designed for the use of schools.—By Furman Sheppard. Philadelphia: J. B. Lippincott & Co.

This work is an abridgement of the "Constitutional Text-book" by the same author, somewhat modified, to adapt it to the use of less advanced pupils; with questions at the bottom of each page, suggesting the important points in the text. Having used the author's larger work, for several years, we are fully prepared to recommend this modification of it as a book that ought to be in the hands of all of the more advanced pupils in our common schools. No boy should be allowed to reach the years of maturity without becoming acquainted with the Constitution of our country.

ANALYTIC ELOCUTION: an analysis of the powers of the voice, for the purpose of expression in speaking, illustrated by copious examples, and marked by a new system of notation. Designed for the use of schools, colleges, and private students.—By J. C. Zachos, A. M. New York: A. S. Barnes & Burr.

In a country like ours, where the power of eloquence is more sensibly felt than almost any where else on earth, the study of Elocution, is too much neglected. Even in the best of our colleges it hardly takes the place of a regular study.

The author of this work claims for this elegant and useful art a much higher position than has usually been assigned to it by our teachers; and his book is prepared, not to be merely read, but to be studied with as much care as you would study a work on Music, if you desired to become an accomplished musician. And while very much may be gained by a careful study of such a work, the author does not claim that it will supply the place of the living teacher. Those teachers who are attempting to elevate the standard of elocution, would do well to send for a copy of this book and give it a careful examination.

THE NORTH CAROLINA MEDICAL JOURNAL.—We have received the January Number of this Journal which introduces the third volume. It is conducted by physicians of well-known ability, and our medical friends, whose opinions we have heard, commend it highly. To us it is interesting and we wish to see it properly supported. It is now published in Raleigh, bi-monthly at \$3 per annum.

HARPER'S NEW MONTHLY MAGAZINE for March is already on our table. This number presents a sufficient variety to ensure something that will suit the taste of every reader; and so far as we have had time to examine the articles, they are well worth reading. The illustrations are as good as usual, and add much to the interest of the Magazine. Send us three dollars and we will send you this valuable Monthly and the Journal.

SCHOOL LAWS.

For the benefit of District Committees, Teachers, and others, we have condensed from the School Laws, a statement of their principal duties; giving, in full, the law in regard to the election of Committees. This we propose to keep in the Journal as standing matter, for the convenience of those who may wish to refer to it.

School Committees.

HOW ELECTED.—The free white men of the several school districts, entitled to vote for members of the House of Commons, shall, on the first Saturday in April in every year, vote by ballot for three men, to be styled "the School Committee," whose term shall commence on the first Monday in May following, and continue for one year, and until others are chosen; such election shall be held at such convenient place in the school district as the board may designate; and the three persons having the highest number of votes shall be declared elected "the school committee;" and the board may fill any vacancy which may occur in the committee by death, removal or other cause. The chairman of the board shall give notice in writing, at three or more public places, of the election, at least ten days before the same; and the board shall appoint two freeholders of the district to conduct the election. The said freeholders shall give to the board, whose term of service commences on the third Monday of April thereafter, on the day of their first meeting, a certificate under their hands, of the number of votes received by each person; and the board shall declare the three persons receiving the highest number of votes "the school committee." *Provided*, nevertheless, that whenever the districts fail to make an election, the board shall appoint the school committees, who shall continue in office until others are chosen; and whenever any of the citizens may consider themselves aggrieved by the committee, or any one of the committee-men of their district, an appeal may be made to the board of superintendents, who shall hear and decide on the merits of the complaint, and remove any committee-man who, in their opinion, has violated his duty.

Duties of Committees.

It is the duty of the committee to hold all property belonging to the district for school purposes; to provide suitable school-houses; to report, within one month after their term of office commences, to the chairman, the number and names of all white children in their district, from six to twenty-one years of age, under a penalty of five dollars each; to employ a suitable teacher, who has a regular certificate, and at the expiration of the term for which he is employed, to pay him, by an order on the chairman: provided he presents a regular report of his schools, with the School Register properly filled—but never to receive any of the school money into their own hands; to make out a full account of the expenses of the district school, for fuel, repairs, &c., and give a draft for the same; to make a full report, to the chairman, of the school taught in their district; to visit the school from time to time, and see how it is conducted, aid in securing good order and promote the general welfare of the school, so far as they can. They may admit pupils into the school from other districts, provided the children of their district will not thereby be injured. Any person having accepted the office of committee-man, and failing to perform these duties, is liable to a fine of fifty dollars.

Teachers of Common Schools.

No person shall be employed as a teacher, without a certificate of good moral character, and sufficient mental qualifications, signed by a majority of the committee of examination, which certificate shall be valid for but one year, and only in the county in which it is given. At the end of the term of his employment, he shall report to the committee the number and names of the children who have attended his school, specifying the number of days that each one was present, and the studies taught; and no committee-man shall be teacher of a district school.

Before commencing his school, it is his duty to get, from the committee of the district, an order on the chairman for the Register belonging to said district, and on receiving it, he shall give a receipt for the same and be responsible for its safe keeping until the close of the school. And in no case shall a teacher be paid until he returns the register to the Chairman, in as good order as when received and with blanks properly filled with an account of his school, according to the instructions of the General Superintendent for the State.

Examining Committees.

The Board of Superintendents, in each county, shall appoint a committee of examination, of not more than three persons (the chairman to be one) who shall meet not less than three times during the year, at some central point in the county, for the purpose of examining into the qualifications, both mental and moral, of such persons as may apply for certificates. And the General Superintendent is required to issue to these committees, annually, a letter of instructions and suggestions, by which they are to be guided.

OTHER OFFICERS.—It is presumed that all the other officers of the school system, have always at hand a copy of the School Laws, and that they make themselves familiar with the duties required of them, since they are all liable to heavy penalties for all cases of neglect.

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CAROLINA IN ANCIENT TIMES.

The first English settlement on the continent of America was made by the colony of Walter Raleigh, in 1585, on Roanoke Island, but discontinued the next year. Here too "the first offspring of English parents on the soil of the United States," was born, Virginia Dare, in 1587. As the colonists drew near to land, according to Bancroft, the fragrance was as if they had been in the midst of some delicate garden, abounding with all kinds of odoriferous flowers."

The governor of the colony wrote, that "it was the goodliest soil under the cope of heaven; the most pleasing territory of the world; the continent of a huge and unknown greatness, and very well peopled and towned, though savagely." They observed the culture of tobacco, of maise, and of the potato.

They described the manners and customs; the political connections, and languages of the Indians. After an interval of about a year another colony came, but what became of them no one knows to this day. When those who had planted it returned from England, the Island of Roanoke was a desert. No permanent settlement was made here till a long time after; no exploration of the country was made, nor was the interior penetrated.

We next pass on till near the close of the next century or the beginning of the following. And here we have the aid of an old Geography, destitute of title-page, or date, but from internal evidence, written in England some time after 1685, but before 1714. The author says in his preface that his work, "is principally designed for the use and benefit of the younger sort of our nobility and gentry;" and it was to keep them "from that detestable habit of idle-

ness, in which the generality of them are brought up, during their youthful days." He includes Carolina under the head of "Terra anadensis," which is so called from the river Canada, "being a vast complex body, consisting of several large and considerable countries; and particularly those in which the English nation is chiefly concerned." Of these he makes Carolina the most southern; and he says, "This country, discovered about the same time with Virginia, and afterwards, Anno 1660 granted by patent to several noblemen as proprietors thereof, is bounded on the east by part of the main ocean; on the west by some of Terra Arctica; on the north by Virginia; and on the south by part of Florida. The air of this country is reckoned very healthful to breathe in, and so temperate, that 'tis a good medium between the extremities of heat and cold, that are most sensibly felt in divers parts of the world.

The soil of this country is for the most part very fruitful; producing in great plenty most sorts of fruits, roots, plants, herbs, &c., besides a variety of English grain.

The chief commodities exported are skins of otters, bears, and leopards; as also, olives, cotton, indigo, ginger, tobacco, sarsaparilla, turmerick, snakes-root, &c.

What deserves chiefly the epithet rare, in Carolina, is a certain herb, which goes by the name of the country, and remarkable for its long, red root, which draws upon paper, good, red lines, but answers not in dying."

The author afterwards tells us what he means by "Terra Arctica;" "Under the title of Terra Arctica we comprehend all those northern countries, lying either entirely (or mostly) within the Arctic Polar Circle. The chief of which are the following, viz: Greenland, Spittsbergen, Nova-Zembla, Terra de Jesso, New Denmark, New-North Wales." And yet he bounds Carolina on the west by "a part of Terra Arctica!" In the same way he bounds New-England, New York and all the then colonies on the west by "some of Terra Arctica," and also puts New England on the north of New York. It is probably new to most men that leopards once roamed in our forests. We miss the "pitch, tar, and turpentine" among the exports. And it is singular that he can find no rarity here except a long, red root. We might at first suppose that he intended by it blood-root, called also puccoon root, though this is not long, but tuberous. And persons here inform me of a root which they have seen in this country, answering to this description, which the Indians employed to stain or dye with. But they are unable to tell what it was or to describe it. In Lawson's History of North Carolina, (new edition,)

we find, page 42, the Indians using "a small root beaten to powder, which looks as red as vermillion; the same is mixed with bear's oil to beautify the hair—it growing plentifully in these parts of America." And on page 281, again: "amongst the bear's oil, they mix a certain red powder, that comes from a scarlet root which they get in the hilly country, near the foot of the great ridge of mountains [Blue Ridge?] and is no where else to be found. They have this scarlet root in great esteem, and sell it for a very great price one to another." "For want of this root they sometimes use peccoon (peccoon) root, which is of a crimson color."

This History, and the Geography were written about the same time, 1700. The author of the latter puts down the college at Cambridge as the only one in New England. But Yale was founded about 1700. He probably makes a great mistake, when he says of Virginia: "here is a considerable seminary of learning lately established at St. James' town, which already merits the title of college." And further he speaks "of a few of the younger sort (of native Indians) already taught the elements of human literature, and instructed in the principles of christianity by the members of our lately erected seminary of learning at St. Jamestown." But Jamestown in Virginia, was burnt in 1676, and since that time, "the ruins of the tower of the church, and the memorials in the adjacent grave-yard, are all that now mark for the stranger the peninsula of Jamestown." Bancroft, vol. 2, p. 228.

The author perhaps referred to the college of William and Mary at Williamsburg, founded in 1793.

E. F. R.

WHAT A SPIDER CAN DO.—Let me put a spider into a lady's hand. She is aghast. She shrieks. The nasty, ugly thing. Madam, the spider is perhaps shocked at your Brussels lace, and although you may be the most exquisite painter living, the spider has a right to laugh at your coarse daubs as she runs over them. Just show her your crochet work when you shriek at her. "Have you spent half your days," the spider, if she be spiteful, may remark, "have you spent half your days upon these clumsy ottomans? My dear lady, is that your web? If I were big enough, I might with reason drop you and cry out at you. Let me spend a day with you and bring my work. I have four little bags of thread—such little bags! In every bag there are more than 1,000 holes—such tiny holes! Out of each hole threads run, and all the threads—more than 4,000 threads—I spin together as they run, and when they are spun they make but one thread of the web I weave. I have a member of my family who

is herself no bigger than a grain of sand. Imagine what a slender web she makes, and of that, too, each thread is made of 4,000 or 5,000 threads, that have passed out of her four bags through four or five thousand little holes. Would you drop her, too, crying out about your delicacy! A pretty thing for you to plume yourself on your delicacy and scream at us." Having made such a speech, we may suppose that the indignant creature fastens a rope round one of the rough points of the lady's hands, and lets herself down to the floor. Coming down stairs is noisy, clumsy work, compared with such a way of locomotion. The creeping things we scorn are miracles of beauty. They are more delicate than any ormoluclock or any lady's watch made for pleasure's sake, no bigger than a shilling. Lyonot counted 4,041 muscles in a single caterpillar, and these are a small part only of her works. Hooke found 14,000 mirrors in the eye of a bluebottle, and there are 13,000 separate bits that go to provide nothing but the act of breathing in a carp.—*Dickens' Household Words*

HINTS FOR PRIMARY SCHOOL TEACHERS.

If you are a beginner in teaching, it is possible you may find the school room and its work somewhat different from what may have been your anticipations. Nevertheless, do not be discouraged; for if your expectations of pleasure in your new calling have been reasonable, and not extravagant, you will probably realize as much enjoyment as you have anticipated, though it may be in quite a different way from what you have expected.

Be dignified in your bearing, but none the less easy and familiar. If you are imperious and austere, you cannot have easy access to the hearts of your pupils—you must gain their confidence by your gentleness; and be careful not to repel them by fits of ill temper, or unreasonable severity in word or act.

Chide sparingly, and seldom; approve and commend oftener, and with good judgment.

Be not too much elated with the fact that you are "in authority,"—your countenance and acts may betray your feelings; if so, it will be to your disadvantage.

When you have occasion to correct a pupil, it should not be done with the idea that your principal mission to your school is that of an executive officer, to inflict punishment; your aim should be to turn the pupil "from the error of his ways," and to "lead him in the way that is right;" and in doing this, you should be careful to show yourself both reasonable and humane.

Never hire pupils to obey, or to perform their tasks, by presents or indulgences. The moment you do so, your pupils, no matter how young they may be, lose all real respect for you, and your power over them for good, is gone.

Study the likes and dislikes of your pupils, and observe carefully their habits. This will enable you to act understandingly, and with a definite object in view.

If you have recently finished your schooling, and have been accustomed to hear young gentlemen and ladies recite readily, and with promptness, in the High School, or Normal School; you should not be disappointed if you do not witness such things in your Primary Schools.

Don't imagine, because your pupils are young, that you cannot have a good school. In commencing their training, you have the better opportunity to show your power as a manager and teacher. If you labor with fidelity and success, you can become as much interested in the improvement of young children, as in that of young gentlemen and ladies.

Ascertain under what influences your pupils are at home or in the street. It will be of great service to you.

If you have any general remarks to make to your school, or any "lecturing" to do, do not take time for it at the close of the day or of a session, when the pupils are tired, and impatient to be let out of school. Let it be done in the morning, when you can secure the attention of your school, and when they can practice during the day any course you may commend to them.

Be strictly punctual, as well in closing your school, as in commencing it.

Expect your school to be like yourself, somewhat moody—in better temper at some times than at others.


Don't predict for yourself future success or failure, from the experience of any one day.

Be willing to sow, and till, and prune, though it may fall to the lot of others to reap, and pluck the fruit,—your reward will be all the same.

Labor for the good of your pupils.

Let the evils of to-day be sufficient therefor, and be not over anxious for the morrow.

Be cheerful and hopeful.—*Mass. Teacher.*

 The storms of adversity are wholesome, though, like snow-storms their *drifts* are not always seen.

EDUCATION OF THE HEART.

That in Education there is a *moral* as well as an intellectual culture, an education of the *heart* as well as of the head, is a sentiment which should be engraven upon the door-posts of every school-house, and upon the heart of every teacher.

In our attempted self-government we have learned one important fact, that stability of government and the happiness of society is greatly dependent upon national morality. The painful and melancholy illustrations of this truth are found in those once mighty kingdoms that have perished like the visions of the night; and perished, too, for the lack of popular virtue. Behold, now, the wild war and tumult which agitate the nations—the headlong career of revolution, and say what power shall control this excited multitude. Long has earthly authority attempted this, but in vain; for it is only the spirit of Him who spoke to the stormy sea of Galilee, and its winds and waves were still, that can rebuke this tempest in mid-fury.

In our prevailing systems of education, there exists an enormous error—the neglect of that part of the mental constitution which is called the *heart*. By a very large class of society, the intellectual powers alone are deemed fit subjects of cultivation. They therefore carefully educate the understanding, the memory, the imagination, and the taste, while the vilest passions of the heart are left to flourish in native luxuriance. Such a system of education is selfish, inasmuch as it attends solely to the happiness of the individual, and takes no thought for society at large. Assuming, that intellectual culture will promote the happiness of its possessor, but at the same time knowing that the welfare of the community depends upon moral culture. But this assumption is not true; for individual happiness is not, in fact, drawn from the intellectual part of our nature. It is the heart by which is determined the happiness or misery of every thinking being. The heart is the fountain of woe or bliss; and it may send forth streams that can only curse and wither, or they may beautify and bless; and upon us, as teachers, rests the training of this heart. Let us then remember, that while we are laboring so hard for the diffusion of useful knowledge, that except we also diffuse the principles of a sound morality, and take care to make that morality a part of every system of education, we are only accumulating the fiery elements of future mischief. We are clothing with life and energy a being whose lack of conscience and morality will make him a terror and a curse to the world; and every new existence, of which we have the training, may be as a fresh star lighted

in the firmament, or a new darkness to add a deeper shade to sinfulness.—*National Educator*.

WRITTEN FOR THE JOURNAL.

INTERLINEAR TRANSLATION.

The only publisher, in this country, of the Classics with intelinear translations is Mr. Charles Desilver, bookseller and publisher, 714, Chestnut St. Philadelphia. He has the whole series in a course of preparation, "but the works are very expensive and the editions small;" he hopes however eventually to make the enterprise pay.

He has already prepared, Virgil, Horace, Caesar, Cicero, and Salust in the Latin; Homer's Illiad and Xenophon's Anabasis in the Greek.

We see a recommendation of this method of instruction, from some teachers in the country. We hope the matter will come up for discussion at the next Educational Convention.

Let our teachers unitedly express their approval or disapproval of this method of helping a student to get his lesson, with the least amount of labor on his part. Almost all labor is performed by the aid of some machine and some may ask, why not mental labor?

LATINUS.

VENTILATE YOUR ROOMS.

If you wish to preserve your health, and the health of others, ventilate your large rooms, and never live in small ones.

People have often said that no difference can be detected in the analyzation of pure and impure air. This is one of the vulgar errors difficult to dislodge from the ordinary brain. The fact is, that the condensed air of a crowded room gives a deposit which, if allowed to remain a few days, forms a solid, thick, glutinous mass, having a strong odor of animal matter. If examined by the microscope, it is seen to undergo a remarkable change. First of all it is converted into a vegetable growth, which is followed by a production of multitudes of animalcules, a decisive proff that it must contain certain organic matter, otherwise it could not nourish organic beings. A writer in Dickens' Household Words, in remarking upon this subject, says that this was the result arrived at by Dr. Angus Smith, in his beautiful experiments on the air and water of towns, wherein he showed how the lungs and skin gave out organic matter, which is in itself, a deadly poison, producing headache, sickness, disease or epidemic, according to its strength. Why, if a few drops of

the liquid matter, obtained by the condensation of the air of a foul locality, introduced into the vein of a dog, can produce death by the phenomenon of typhus fever, what incalculable evils must it not produce on those human beings who breathe it again, rendered fouler and less capable of sustaining life with every breath drawn. Such contamination of the air, and consequent hot bed of fever and epidemic, it is easily within the power of man to remove. Ventilation and cleanliness will do all, so far as the abolition of this evil goes; and ventilation and cleanliness are not miracles to be prayed for, but certain results of common obedience to the laws of God.—*National Educator*.

WRITTEN FOR THE JOURNAL.

ANALOGY BETWEEN THE FORMATION OF THE Pihel CONJUGATION IN HEBREW, AND THE PERFECT TENSE IN LATIN.

The Pihel conjugation in Hebrew is *intensive*, and like some of the frequentative verbs in Latin, such as dictito, cantito, “is formed by reduplicating one of the letters of the root, on the principle that, as the repetition of a sentence or of a word imparts a greater degree of energy to discourse, so the reduplication of even a part of a word may be employed with like effect. The letter selected for reduplication is generally the second radical, whereby the greatest degree of force is obtained; since this letter can thus be made audible in both syllables, which is not the case with either of the others.” The roots generally consist of three consonants. This is the regular way of forming the conjugation, but in case some obstacle arises in the nature of the radicals to the carrying out of this law, then some other expedient is resorted to by way of compensation. The principle is, that the peculiar idea of the conjugation must be carried out, by protracting some part of the root; and if the right radical will not admit of it, take another, “which will serve instead and at the same time show that the second radical would have been reduplicated, had this not been forbidden by its nature.” This is accomplished in three separate ways:

1. The first vowel is lengthened, especially when the second radical is a guttural, since the dwelling longer upon a syllable, by lengthening it, confers an emphasis equivalent to the forcible expulsion of the voice in reduplicating a consonant.”

The verb, to kill, katal is regular; and forms this conjugation by doubling the t, and changing the vowel before it; kittal, in which the a, has the sound of a in sale. But in barak, the r being guttu-

zal, cannot be so easily doubled, and to compensate for it, the vowel before it is lengthened; and instead of birrak, it is barak, both the vowels having the same sound as a in sale.

2. When the second radical is v, (w) on account of the weakness of this letter the third is doubled in its stead; kom, to stand, with the a sounded long, the radicals are k v m; but the v cannot be doubled. Then it becomes, komam, the a sounded as before.

3. When the second letter is already repeated in the root, and cannot carry out the law, the *first* is reduplicated. Sabab, forms sisbab, which by transposition, becomes sibsab; the a sounded as before in sale. This is taken from Nordheimer's Hebrew Grammar, sec. 142 and 143.

Now for the application of the same principle to the preterite of the Latin verb to express "the state consequent upon the completion of an action."

In the same way, it seems to be a law that this shall be accomplished by protracting something. There must be a prefix; an affix, or an internal prolongation of the vowel of the root of these methods there may be a question which is the regular, normal one, answering to the doubling of the middle radical consonant of the Hebrew. But there is a strong analogy between the three methods of the Hebrew and the Latin.

1. We have the first letter of the root doubled, often with a change in the following vowel, just as with the vowel preceding the letter doubled in Hebrew. Fallo, fallere, fefelli; Ta(n)go, tangere, tetigi, the n merely strengthening the present, but not being a part of the root, Tendo, tendere, tetendi.

2. We have a prolongation of the vowel of the root, as Facio, facere, feci, Video, videre, vidi, in which the i in video is short, but in vidi the former one is long, and hence the general rule that preterites of two syllables lengthen the former. We think it is preferable to adopt this, that it is only carrying out the idea of the necessity of prolongation, to express a past act of this nature, by this method, instead of reduplicating a consonant, when there is something in the nature of the root that forbids that, than to follow Grim, who contends that these verbs once had the reduplication, and lost it in the course of time. Thus venio, veveni, ve'eni, veni; video, vividi, vi'idi, vidi; fugio, fufugi, fu'ugi, fugi, &c. Though we may not always be able to see why, yet it is rather an expedient for accomplishing in one way, what cannot from the nature of the radicals be attained in another.

3. We have an addition to the end of the verbal root. This is of

two kinds: *v*, (*u*) or *s*. *Habeo*, *habere*, *habui*, where the *v* goes into *u* merely from the nature of the preceding *b* which is so near that of *v*, *habvi*, becomes *habui*; so *ferveo*, *fervui*, becomes *ferbui* for a similar reason. *Traho*, *trahere*, *traxi*, *trah-si*. *Scribo*, *scribere*, *scripsi*.

In many cases we have two of the above methods carried into effect at the same time; but in such cases the lengthening of the vowel is on account of dropping a letter of the root, as *misi* for *mitsi*, *lusi* for *ludsi*; *rasi* for *radsi*. In some cases too, the last letter of the root is assimilated to the termination *si* as *cedo*, *ced-si*, *cessi*; *premo*, *pressi*, instead of *premsi*. It is very fashionable to derive the ending *ui*, *vi*, from *fui* the perfect of *sum*; but then, the termination of this is also apparently derived from some other source beyond itself, for *fui* or *fuvi* (as in old writers) adds the same *vi*, (*ui*) to the root *fu*, (or as in Greek, *phuo*) so that this needs to be accounted for as much as in any other verb, unless we consider *fui*, *fuvi*=*fufu*+*i*, and then contracted.

As the perfect in Latin also performs the office of an aorist, some are disposed to say that those especially that add the *si*, were originally aorists, and that the ending *si* in Latin corresponds to the *sa* in the first aorist in Greek; *e-tup-sa* and *rep-si* have a great resemblance to one another; and so in general have the Latin perfects in *si*, and the first aorists in *sa*. And not only so, there is also a resemblance in the perfects formed by a prolongation of the vowel of the root as *veni*, and the formation of this aorist in liquid verbs, in which the penult is simply lengthened, as *meno*, present, 1. a, *e-meina* instead of *emensa*.

Latham, in *Handbook of English Language*, sec. 297, says, that we have no undoubted reduplicate form. Though some of the Gothic dialects had, as, *Halda*, I feed; *Haihald*, I have fed, *Haha*, I hang, *Haihah*, I have hanged, *Teka*, I touch, *Taitok*, I have touched; what is accomplished by reduplication, seems to be just what is aimed at in the common vulgar, and *negro phrases*, such as, "we have done made it;" "he has done gone." E. F. R.

AN AUGUST CONCEPTION.—"The possible destiny of the United States of America, as a nation of a hundred millions of freemen, stretching from the Atlantic to the Pacific, living under the laws of Alfred, and speaking the language of Shakespeare and Milton, is an august conception."

ADVANTAGES OF COLLEGE LIFE.

But what is the precise object of collegiate education? What the mission to which, especially in this our own land, and in the nineteenth century, colleges should feel themselves called?

The time has passed when men must resort to the halls of universities in order to get knowledge. With a teeming press, abounding libraries, improved schools, and habits of self-culture, much can be learned everywhere; and in special seminaries devoted to art, science, or letters, more perhaps of a given subject can be gained than in college. But where, except within the walls of a good college, can young men, imbued with a taste, some for one branch of a liberal culture, some for another—be so brought together, that their several views and tastes shall be enlarged, and a comprehensive, catholic spirit of scholarship be engendered?—a spirit that pursues enthusiastically its own chosen path, yet respects and appreciates those who may travel by other roads?

Where else can we keep alive a reverence for the learning of the past, combined with a taste for the science and literature of the present—so that the old and new learning, as they have been sometimes called, shall not be at war—so that the speculative and elegant culture of early days shall not come into violent and fatal collision with the positive and practical science of our own time?

Where else can we fuse, and as it were, crystalize into one great and beautiful whole, a love for letters, a reverence for theology, a wise interest in philosophy, a devoted zeal for advancing and beneficent physical science? And then again, through what other agency can we train and educate men with whom, as they move forth, ardent but unfriended spirits that are generously and laboriously toiling, in solitude, after the blessings of knowledge and self-culture, can measure themselves—men who will form a high standard, short of which no studious, thoughtful, aspiring mind will be willing to fall?

So with moral and social culture. We can make energetic, practical men elsewhere—elsewhere we can infuse public spirit, and a fervid Christian philanthropy. But where, except in seminaries devoted to a high general cultivation, can we avoid the danger of making partial, one-sided, or bigoted actors in the great work of social and religious progress. Where else can we teach the young, that lesson so often forgotten, that it is not the exclusive privilege of any one agency to exalt and bless the world. That in order to the strength, stability, and improvement of our times, we need the united aid of good laws, upheld by good morals, of enlarged and

wide-spread education, of prevailing temperance, of a refined and elegant culture, of free and universal industry—the whole to be crowned and hallowed, animated and informed by the living light of Christ's gospel.

It is in colleges, too, that we gather the sons of the affluent and indigent, as members of the same republic of letters—aspirants after the same intellectual distinctions; the one being subjected to salutary hardships and restraints, the other admitted to inestimable privileges. Here, also, we organize a society so mixed in character, so diversified in tastes, so various in the destination of its members, that it affords a miniature world, in which the young man, before entering the dusty and stormy arena of life, trains and invigorates his powers—learns modesty by measuring himself against superiors; self-reliance by being thrown off from the support of parents and tutors; and a decent regard to the opinions, as well as a due conformity to the practice of others. And, to conclude, here we deal with the great problems of humanity, as expounded by history and philosophy; here we learn, by study, the extent of our own ignorance, the difficulties which invest even the most plausible opinions in social and political science, and the forbearance with which we should look on those who may not have reached the same conclusions, or espoused the same party.—*Presbyterian Advocate*.

CHILDREN.

It is a mistake to think that children love the parents less who maintain a proper authority over them. On the contrary, they respect them more. It is a cruel and unnatural selfishness that indulges children in a foolish and hurtful way. Parents are guides and counsellors to their children. As a guide in a foreign land, they undertake to pilot them safely through the shoals and quicksands of inexperience. If the guide allows his followers all the liberty they please; if, because they dislike the constraint of the narrow path of society, he allows them to stray into holes and precipices that destroy them, to slake their thirst in brooks that poison them, to loiter in woods full of wild beasts or deadly herbs, can he be called a sure guide? And it is the same with our children.—They are as yet only in the preface, or, as it were, in the first chapter of the book of life. We have nearly finished it, or are far advanced. We must open the pages for these younger minds. If children see that their parents do not find fault without reason; that they do not punish because personal offence is taken, but because

the thing in itself is wrong—if they see that, while they are resolutely but affectionately refused what is not good for them, there is a willingness to oblige them in all innocent matters—they will soon appreciate such conduct.

If no attention is paid to their rational wishes; if no allowance is made for youthful spirit; if they are dealt with in a hard and unsympathizing manner, the proud spirit will rebel, and the meek spirit be broken. Our stopping to amuse them, our condescending to make ourselves one in their plays and pleasures, at suitable times will lead them to know that it is not because we will not, but because we cannot attend to them, that at other times we refuse to do so. A pert or improper way of speaking ought not to be allowed. Clever children are very apt to be pert; and if too much admired for it, and laughed at, become eccentric and disagreeable. It is often very difficult to check our own amusement, but their future welfare should be regarded more than our present entertainment.—It should never be forgotten that they are tender plants committed to our fostering care—that every thoughtless word, or careless neglect, may destroy a germ of immortality—"that foolishness is bound up in the heart of a child"—and that we must ever, like watchful husbandmen, be on our guard against it. It is indeed little that we can do in our own strength. But if we are conscientious performers of our part—if we earnestly commend them in faith and prayer to the fostering care of their Father in Heaven—to the tender love of Him, the Angel of whose presence goes before them, and who carries the lambs in his bosom—we may then go on our way rejoicing, for he will never leave nor forsake those who trust in him.

THE CHARACTERISTICS OF A GOOD TEACHER.

There are a few prime elements of character which are indispensable to a good school teacher, and without which reasonable success is impossible.

These elements may be classified into Energy, Tact, Patience, Perseverance and Courtesy.

ENERGY.—I do not wish to be understood, by the use of this word, to mean simply physical force, which is not unfrequently seen in the rapid pacing of the room, or in the mere athletic effort often witnessed in collaring and wrestling a disobedient victim to the floor, in such a graceless imitation of the Grecian Olympics, nor in any of those coarser kinds of display; but rather that force and vigor of

mind—that energy of mental and moral character which produces visible effects wherever it operates. Nor do I mean by Energy of character, that exhibition of passion which is raised on slight occasions to an inordinate degree of stormy ferocity at every trifling incident of playfulness or mischievousness that may manifest itself in the school room; but an operative intellectual force, regulated and controlled by a sound judgement and thoughtful discretion—a *will* to *think* and to *do*—a mental and moral power adequate to overcome all opposing obstacles, but made equable and gentle by the balance wheel of adaptation, never exhibiting itself in too great a profusion, causing disruption and breakage, nor relaxing into feebleness and impotency, but rather like the steam in a well regulated engine, which displays itself, not in wreaths of smoke and exhausted steam, but in the accurate and graceful motions of the machinery which it impels. Yes, and what a symbol of mental power does steam furnish us. Into what a small compass is its nervous power compacted. Walk up by the side of that long train of now motionless cars! What power brought them with more than the speed of the wind, from a distant city, without weariness or fatigue? Where is the motive Hercules that rolls them onward? You see that strong looking, cylindrical box of bright iron under the wing, as it were, of that long black carcass. There, in that little cavity of “seven by nine,” is generated a power which in a few hours traverses a continent with its train of human freight. Fit emblem of the mental energy which every teacher ought to possess.

A teacher *without energy* will accomplish nothing worthy of his vocation. Call on him at ten in the morning and he has not yet commenced operations; the school house is in a general disorder; the scholars come tardily to the school with feelings of indifference and prone to idleness. The forenoon is spent in weak efforts to regulate things—the afternoon passes in trifling recitations, imbecile instructions, and negligent attention. The scholars go home to their work or play, without a thought of what has passed or what is to come at the school house, and the teacher wends his way to his boarding place, in ample time for his evening meal, listlessly spends the evening, retires early and dreams of his exalted position in society.

The energetic teacher is “his full reverse in all.” His school house is in order at all times, and as if one spirit of enterprise, actuated his whole school, the scholars are promptly at hand, ready and willing to commence their daily exercises. The teacher’s energy begets the like in his scholars, and spreads even wider than the narrow limits of his school room. It is felt throughout the remotest

confines of his district, and especially does his spirit move and actuate the whole mass of mind in his presence. It is a mental battery which supplies with the electric current of thought and action the whole circuit of surrounding intelligence; and as his own generous enthusiasm warms and glows within him, the minds of his students become heated, not by physical appliances, but by mental electricity generated in his own soul, traveling the spiritual wires communicating from heart to heart. His energy is unabating.

“As a vast river of unfailling source,
Rapid, exhaustless, deep his teachings flow;
And open new fountains in the human heart.”

There are those, we know, who enter this calling from a love of ease—to gain a livelihood in what fancy has pictured as at once an *easy, genteel*, and honorable occupation. Honorable it is, but not for drones or imbeciles, and whosoever fancies it easy, will learn how “*easy*” it is for indolence to make mistakes. If a life of ease is courted, the votary had better betake himself to the woody depths of John Brown’s Tract, clear himself a potato patch, and luxuriate on hominy and roast murphys, smoking his pipe in the chimney corner, than repair to the school house. A school teacher should be endowed with the energy of Napoleon, tempered with the kindness of Howard.

Away with the thought that teaching is an easy life. In no occupation is labor—exhausting, nervous labor—more demanded. If you court ease, therefore, drop at once your aspirations in this direction.

But, as without a large share of active energy as a propelling force, a teacher is almost worthless, so mere force uncontrolled may do injury as well as good. We say a teacher must have

TACT—a nice perception of propriety—a skill to turn all incidents to a good account—that is, an ability to *apply* his energy.

We are often surprised at the rapid progress made by some men, in the world, of very moderate talents, and equally surprised why some men of conceded ability get along so slowly. An examination of this apparent inconsistency of cause and effect would show us that while one had strong talent, he had no tact—that he possessed an inherent power, without the ability to use it, while the other, with but little power, applied it so skilfully that its effects were astonishing.

A writer who has very justly and nicely drawn, the distinction between talent and tact, says: Talent is serious, sober, grave and respectable,—tact is all that and more too. It is not a sixth sense, but the life of all the five. It is an open eye, a quick ear, the

judging taste, the lively touch and keen smell, the interpreter of all riddles, the surmounter of all difficulties. Talent is power—Tact is skill. Talent is weight—Tact is momentum. Talent *knows what* to do—Tact *how* to do it. Talent makes a man respectable—Tact makes him respected. Talent is wealth—Tact is ready money. Talent speaks learnedly and logically—Tact speaks triumphantly. The secret is, Tact has no weight to carry, makes no false steps, hits the right nail on the head, and takes all hints.”

The school room is a theatre not requiring the exhibition of great talent, but one of the finest fields for the display of tact. Every day presents numberless occasions for its employ. It is manifested in the ease with which the teacher controls the conduct of his scholars and secures obedience, without an open display of power. He manages all, but offends none. Both patron and pupil submit to his wishes with grace and amiability, for he makes no demands that are not enforced by the logic of circumstances.

Tact is the talent of all talents, and its cultivation and improvement ought in no wise to be neglected by the young teacher. It is a sort of intellectual instinct, and may be cultivated by observation, thought and experience; but without a good degree of this available talent, indigenous to the constitution—this right hand of the intellect, a teacher will meet with but ordinary success, and a want of it may well incline the young man or woman to some other pursuit in life.

But Patience! Patience! Patience! How shall I sufficiently extol her virtues. That patience which suffers long and is kind—which will endure cold neglect, intentional and aggravated provocation, slanderous calumniations, and the bigoted malevolence of those we are employed to please, with calmness, composure, and even with cheerful forgiveness. I hazard the remark, that there is no position in life requiring so much and such a constant exhibition of *patience*, as that of school teaching.

Puling infancy, sluggish stupidity, thoughtless ignorance, and industrious mischievousness, are the materials furnished, out of which the teacher is expected to mold immortal beings, “but little lower than the angels.” Considering the condition in which he finds the material, and the condition in which he is expected to leave it, and it may well be inquired what more difficult position can man be called upon to occupy. But all these trials of head and heart must be borne without a murmur,—with a calm, unruffled temper, benignant as an angel. In every other mental occupation passion may find a healthful and natural outlet.

The divine, in the heroic discharge of his sacred functions, may hurl his impassioned denunciations at vice and corruption, in church and state, on the right hand and on the left. If he hates and detests the vicious and unprincipled he but manifests a righteous indignation that the more commends him to the love and esteem of the good.

The patriot statesman would be false to his country if he dispassionately reasoned against tyranny and oppression.. He is expected, yea, called upon to give loose to his passion and utter his vehement protests against the oppressor.

The lawyer and advocate who pleads the cause of innocence at the tribunal of justice, would prove treacherous to the dearest rights of man, did not his passions rouse him to anathematize wrong and injustice.

Trying as these situations are to one's temper, they are far less so than that long warfare which the teacher is called upon to wage with ignorance, stupidity and mischief. But however strong the provocation, he must never lose his serenity, his equanimity, his benignity of temper, which wins and encourages his immortal charges onward in the paths of virtue, and upward to deeds of goodness.

There is an end of his usefulness where passion begins. Above all things then, must a teacher be patient, but not at the expense of *energy*. But *energy*, *tact* and *patience* should be harmoniously blended, each possessing its full measure of power, skill and grace.
New York Teacher.

TEACHING POWER.

He who teaches without carrying the scholar's understanding along with him may be compared with a mere machine—a wooden man—passively sitting by, while the children read or repeat words which they do not understand. I often ask myself—is this teaching? Can there be such a thing as teaching without learning? What does this teacher teach? What do the children learn?

To what are we to attribute the restlessness, the stupid ignorance, coupled with irritated feelings, which prevail in many schools, and which break out into uproarious and ungovernable exultings when schools are dismissed, and the unnatural restraints upon their physical powers are removed? Must not the greater part of it be justly attributed to the dull, uninteresting, unintelligent, and unquickening mode of conducting school work? I do think so. Enter a school where a different course is pursued, where life is thrown into the work, and light is thrown upon every thing taught. How different

does every thing appear? Teaching there is a thing of pleasure. School-work is a work of life. All exercises are entered into with anxiety and animation. What makes this very distinctive difference between these two classes of schools? The difference is traced to their respective teachers. The teacher of the one drags his scholar on, but leaves his mind behind; that of the other moves as he moves his scholar; the one is satisfied with bare recitals, the other with nothing short of an understanding effect; the one—the sterile dry-bone teacher—sticks to his text as a bad swimmer to his corks; but the other, as he opens up his subject, with intelligent simplicity, opens up also the pupil's mind to receive as he gives; the one fills the mind with an undigested *cram*, mixed with crudities and blunders, the other ever keeps in view the enriching of the mind with truths, clearly and practically understood—looking through all his labors to the end, where he pictures to himself the intelligent mind—the observing, reflecting man, distinguishing himself amidst the multifarious activities of life.

Experience is daily showing, and with a clearness daily increasing, that scholarship alone cannot make a thorough teacher. That it does is a fallacious notion. We continually find teachers, who possess much knowledge, with but very little power of communicating it to others, or developing the mental faculties. None can be a good elementary teacher who wants natural aptitude for the profession. With moderate attainments and teaching skill, a man makes a far better educator than the man of high attainments who wants this special qualification. Thus we sometimes hear it paradoxically, but truly observed of some, that they *teach more than they know*. They may not themselves actually impart a large amount of knowledge, but so thoroughly do they train the minds of their pupils, and strengthen their faculties, that they become accustomed to that independence of action, that self-reliance, and habit of reflection and search, which is the grand end of all education, that they at last far outstrip their educators in erudition and general knowledge. Scholarship we must have, technical knowledge cannot be wanted; but *teaching power stands first*. This high qualification is one, we admit, not easily acquired; but it is one at which every teacher should aim, since without it he can never be a successful educator. And though the few only have this teaching gift in a superior degree, yet the many may have it in a degree favorable to efficient teaching. Let us examine this subject a little more closely.

The first great object to be sought in education is the cultivating and developing of the several powers of the mind. Accomplishing

this, all the knowledge afterwards communicated is more readily received, more easily understood, and more permanently retained. A thorough knowledge of what is taught is the next grand point. If this be perseveringly and skillfully acted upon, instead of the work of replenishing the mind with truth being tedious, and uninviting, and the progress slow, the interest of the scholar will be excited, his mind expanded, his understanding improved, his judgment informed, and the whole active powers of his mind be called into healthful and continuous exercise, and rapid improvement, and a vigorous growth of intellect, will be the result. Rightly to *prepare the mind for receiving instruction*, as well as how effectively to impart information, is another essential point to be aimed at. This the skilful teacher keeps ever in view. He studies how, by a proper course of training, to rouse and quicken the dormant faculties of his pupil, exercise and strengthen his mental powers; how to eradicate errors, prevent the forming of incorrect or false impressions; and how most profitably to communicate truths and establish principles. Of these objects he never loses sight, in any one stage of his pupil's advance. We speak our full conviction when we say,—“This is the true way to call into play the bud of genius, rouse the energies of the scholar into operation, and give to our schools the actualities of sound, enlightened teaching. Now we ask, can this be done without a system, in which there are embodied the principles of energetic teaching and disciplinal skill? In school keeping, as well as in business, energy, skill, aptitude, are the great things—the *primary mainsprings*, which alone can ensure success. There must be the *fervet opus*—the *ars institutions*. We must not only strike the iron while it is hot, but strike it till it is made hot, and show skill in every blow. There must be skill and thoroughness with the teacher, and also earnestness with the scholar. Whatever the one undertakes to teach, he should be able to teach to its core, and the other to dwell upon it, till he makes it his own. Smiles writes in his work—‘Self-help.’ “Whatever a youth learns, he should not be suffered to leave it until he can reach his arms around it, and clench his hands on the other side.” “I resolved,” said Lord H. Leonards, “when beginning to read law, to make every thing I acquired perfectly my own, and never go to a second thing till I had entirely accomplished the first. Many of my competitors read as much in a day as I read in a week; but at the end of twelve months, my knowledge was as fresh as the day it was acquired, while theirs had glided away from recollection.”—*Extract from an article in the Canada Journal of Education, by John Bruce, School Inspector.*

SENATOR C.—A SKETCH FOR BOYS.

It was in the winter of 185—. We were stopping for a short time in Washington city, and had just been listening to one of Senator C's. soul-stirring and patriotic speeches—a speech that won the admiration alike of friend and foe.

“Do you know anything of C's. early life?” said I to my friend who had just been descanting on the great speech of the session.

“Do I know anything of it? Why, bless you! Yes, I know *all* about it,” was the reply. “Not *quite* all, perhaps, but enough to be able to say,—‘He has turned out just as I expected.’

“Well do I remember the mellow autumn morning that he and his elder brother, Walter, entered Mr. B's. ‘Grammar School for Boys.’ They were fine, manly looking lads, of fourteen and sixteen, perhaps. Walter, the handsomer of the two, had an air of gentility, spite of his hard hands, sun-browned face, and homespun clothes.—William, the speaker of to-day, had then the same massive brow, the same clear blue eyes, and the same air of decision, that mark him now. There was, however, an awkward bashfulness in his manner, half-pitiable, half-comic. Their father, we understood, was a poor farmer up in the Saranac country, who, by dint of his own and his boys' savings, had scraped together money enough to send them for one term to our school, as the first step towards fitting them for college. We soon found that their recitations were not to be laughed at, however it might be with their manners. William, however, was the better scholar. How he had contrived to master the Latin Grammar and translate half of Virgil on that backwoods farm, with no help but an old borrowed dictionary, was more than we could understand. Walter was a quick, showy scholar, but he lacked William's steady perseverance. Fond of popularity, with a genuine love of fun, and an easy, complying disposition, he soon became a favorite with the boys, though he had little money to spend. William was always obliging and frank, entering heartily into our lawful boyish sports, but he could never be induced to join in any attempt to deceive the master. He scorned the meanness of a lie as much as he detested its wickedness, and a little fellow we had nearly all been in the habit of teasing, more because we found he was easily vexed than from a worse motive, found in him so fearless a defender that we grew ashamed of our cowardice, and instead of being the jest of the school, little Hal soon found himself a hero.

“There was something about William that attracted me, and when in the spring a weakness of the lungs, which I inherited, made it nec-

essary to suspend my studies, I begged my father to send me home with the C. boys for the summer. In that little brown house on the rugged hill-side, I learned to really know and love my freind William. He labored cheerfully and constantly with his father, improving the leisure moments he could now and then find when waiting for meals, and the like, in study.

"But it was there that his moral qualities shone most brightly. His mother was a woman of some culture, with sterling common sense, and one of the kindest hearts. I saw that it was to her second son, and not her eldest, that she looked for sympathy and aid. To him his sickly sister turned for companionship and amusement, never in vain. His cherished books were cheerfully laid aside, to read to, or converse with, her; and his little brother was always sure of attention and help from Willie, in fashioning his sleds, carts, and boxes. Besides, Willie had caught the pretty gray squirrel that he loved so much. Willie, too, had made the house for his rabbits.

"In the autumn, only one of the boys could return to school, and William conceded the right to his eldest brother, but I saw the tear in his eye and knew how sorely he was disappointed."

"You make him a pattern boy, indeed," said I.

"He *was* a *most noble boy*, yet he had then *one* fault. He was passionate. His eye would flash and his lip quiver, sometimes, at a slight provocation, but he struggled manfully with his besetting sin, and even then was striving to be peaceable and gentle, as Christ was gentle.

Several years elapsed before I met him again, but I never lost sight of him. He fitted for college under difficulties which would have discouraged an ordinary mind, and graduated at—with the highest honors. Soon after, while pursuing his professional studies, the sudden death of his mother broke up the little family at home. He then removed his invalid sister to the city where he was living with the strictest economy, hired for her pleasant lodgings, and procured for her every comfort, softening, in every possible way, the trials, and brightening the closing days, of her brief life. To do this, he was obliged to suspend, partially, his studies and find employment as a writer, for I believe he always made it a rule to 'pay as he went' resolving not to commence life in debt."

"But the elder brother, what became of him?"

"Poor Walter! With many fine traits of character, and a superior intellect, he became the victim of his appetites. The cigar and spiced confectionery he learned to love at school, and which his

richer companions were ever ready to exchange for his funny stories, created a desire for stronger stimulants.

At college, lack of means only kept him from being first among the roystering blades, and he left at the end of two years. Since then, his course has been *down—down*. He is still living in an almost imbecile state, supported by his generous brother who has sought unceasingly and untiringly to reclaim him.

And now, do you wonder that I say, while I admire Senator C.'s highly cultivated and masterly intellect, that I admire much more his unselfishness, his purity, his self-control, or, to include all in a two words, his Christian manliness."

Boys, you cannot *all* be like Senator C. in intellectual greatness, but *all* may imitate his nobleness of heart.—*Vermont School Journal*.

"YOU ARE A STUPID BLOCKHEAD!"

Are you sure of that? Is it not just possible that the boy's teacher is the stupid one? Are you quite certain that your questions, or your explanations, are expressed in intelligible language? Don't you talk so rapidly that none but the brightest scholars can follow you? Does not your severity of manner frighten the poor fellow so that he can not tell what he knows perfectly? Are you not, in your anxiety to make him recite promptly and brilliantly, embarrassing him so that he can not recite at all? Have you ever done anything to give that boy self-fidence? Have you ever heartily encouraged him, sympathised with him, made him feel that you are his friend? Have you ever earnestly tried to find the avenue to his heart and his head? Say to yourself thoughtfully, "After all, am not I the stupid one?"

But grant that the boy is naturally a "stupid blockhead." Is it his fault? Had he the making of his own brains? And is it not misfortune enough to have been born a blockhead without your repeatedly reminding him of the disagreeable fact? Will your statement make him any the brighter, or yourself the more amiable? Put yourself down in that boy's place. How much better would you feel, how much more clearly would you think, how much more cheerfully would you afterwards study, if your teacher were to make a public announcement of your stupidity? Would you not be either utterly discouraged or righteously indignant? What right, then, have you to outrage that scholar's feelings by your cutting words? If his father were sitting in your school-room, think you that you would utter such harsh words? And have you the thoughtlessness, or the meanness, to use language in the father's

absence which you would be ashamed, and would not dare, to use in his presence? Is it not your duty to remember, that that boy has sensibilities to be moved, feelings to be respected, as much as you have? And have not his parents a right to demand that you shall treat him with kindness and patience? Will you not do away, then, with all bitter words, assured that they do no good, but much harm?—*Massachusetts Teacher.*

A CURIOUS RELIC.

The last number of the Historical Magazine has the following ingenious piece of poetry, which one of its correspondents vouches to have been circulated in Philadelphia during the occupation of the British, in the war of the Revolution. Its author is unknown. Its peculiarity consists in the manner in which it may be read, viz: in three different ways—1. Let the whole be read in the order in which it is written; 2. Then the lines downward on the *left* of each comma in every line; and 3. In the same manner on the *right* of each comma. By the first reading it will be observed that the revolutionary cause is deprecated, and lauded by the others:

“Hark! hark! the trumpet sounds, the din of war’s alarms,
O’er seas and solid grounds, doth call us all to arms;
Who for King George doth stand, their honours soon will shine;
Their ruin is at hand, who with the Congress join.
The acts of Parliament, in them I much delight;
I hate their cursed intent, who for the Congress fight.
The tories of the day, they are my daily toast;
They soon will sneak away, who independence boast.
Who non-resistance hold, they have my hand and heart.
May they for slaves be sold, who act a whiggish part.
On Mansfield, North, and Bute, may daily blessings pour,
Confusion and dispute, on Congress evermore;
To North, that Brithish lord, may honour still be done.
I wish a block or cord, to General Washington.”

HOPE writes the poetry of the boy, memory of man. Man looks forward with smiles, but backward with sighs. Such is the wise providence of God. The cup of life is sweetest at the brim, the flavor is impaired as we drink deeper, and the dregs are made bitter, that we may not struggle when it is taken from our lips.

Common School Department.

AN ACT CONCERNING THE COMMON SCHOOLS OF NORTH CAROLINA.

SECTION 1. *Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by the authority of the same,* That the 35th section of the 66th chapter of the Revised Code of the State, and the 9th, 10th and 11th sections of chapter 11th of the Acts of Assembly of 1856-'57, entitled "an Act concerning the Common Schools in North Carolina," be and the same are hereby repealed.

SEC. 2. *Be it further enacted,* That the district committees of common schools, to consist of three persons, as heretofore, and each of whom shall be a qualified voter of the State, shall be appointed in the following manner, *to wit:* The board of county superintendents of each county shall annually meet on the third Monday in April, and select committees for the several districts of their respective counties, in all cases where they have not been designated in the manner hereinafter provided. And it may be lawful for a majority of the parents and guardians of the children entitled to the benefits of the common school fund, and of the legal voters of any district, to designate, by written petition, such persons as they desire for committee men. Whenever a majority of the parents, guardians and qualified voters, without children, so agree upon one or more members of the committee for any district, and state their preference in writing, signed with their names, and present said writing or petition to the board of county superintendents, on or before the 3d Monday of April, the board shall appoint the persons so designated, and if there be not three so named and preferred, shall select the others. Such petitions must be signed by a majority of those who constitute the whole number of parents, guardians and qualified voters of the district, each person signing as parent, if he have children of the age to be entitled to the benefit of the school fund, or as guardian, if he be such; and if he have no children, and be not a guardian, as voter; no one being entitled to sign his name more than once. If the children have no father living in the district, the mother or guardian may sign such petition; and it shall be incumbent on the petitioners, or some one of them, to prove that they constitute a majority of the persons entitled to petition in the district. The board

of superintendents shall appoint in all other cases; and when vacancies occur in the committees after the annual meeting of the board, the chairman may fill them until the next annual meeting.

SEC. 3. *Be it further enacted*, That whenever any citizen or parent may consider him or herself aggrieved by a committee, or any member of it, complaint may be made to the board of superintendents, who shall hear and decide on the case, and may remove committeemen for violation or neglect of duty, or unfitness for the office.

SEC. 4. *Be it further enacted*, That the term of office of committeemen shall begin, as heretofore, on the first Monday in May, and continue for one year and until others are chosen, and the clerks of county courts shall, as formerly, furnish the sheriffs with a list of the committeemen, and the sheriffs shall notify them under the regulations and subject to the penalties prescribed in section 9 of chapter 27 of the Acts of the Assembly of 1858-'59, entitled "An Act Concerning Common Schools."

SEC. 5. *Be it further enacted*, That for the purpose of rendering the school year more consistent and uniform, it shall be arranged as follows, *to wit*: First, The boards of county superintendents shall be appointed under the regulations formerly established, and shall hold their office as already prescribed by law, their term of office beginning on the third Monday of April, and continuing for one year, and until others are chosen: Second, The chairman of the board of county superintendents shall be appointed at the time, and under the regulations already established by law: Third, District committees shall be selected by the boards of county superintendents on the third Monday in April in each year, and persons in whose behalf petitions have been presented, and on whom a majority of parents, guardians and voters have united, shall be selected, and all such petitions must be presented before or on the third Monday of April: Fourth, The chairmen of boards of county superintendents shall present their financial statements and vouchers to the committees of finance, or clerks of the county courts, in the manner required by the provisions of the 49th section of the 66th chapter of the Revised Code, on or before the fourth Monday in March: Fifth, The chairmen of the boards of county superintendents shall make their reports to the general superintendent of the State, according to the provisions of the said 49th section of the 66th chapter of the Revised Code, and under the penalties already prescribed by law, on or before the third Monday in April in each year: Sixth, And the general superintendent for the State shall make his annual report, as prescribed by the 58th section of the 66th chapter of the Revised Code, on or be-

fore the first Monday in July; and so much of sections 49 and 53 of the 66th chapter of the Revised Code, as comes in conflict with the provisions of this Act, be and they are hereby repealed.

SEC. 6. *Be it further enacted*, That for the diffusion of necessary information among all the officers and teachers of the common schools, the superintendent for the State be authorized to subscribe for a copy of *The North-Carolina Journal of Education*, published under the auspices of the State Educational Association, for each chairman of the county superintendents, for each member of the committees of examination, and for each common school district—the copies for the districts to be sent bi-monthly, or every two months, at half the cost of the monthly edition—to be used by the committees and filed in the district school-houses. And until the chairmen send to the superintendent the post-offices of the committees, which they are hereby required to do as far as possible, the copies for said committees shall be sent to the chairmen to be by them distributed, and the list of said subscriptions shall be paid semi-annually, on the warrant of the Governor, by the treasurer of the Literary Fund.

SEC. 7. *Be it further enacted*, That a copy of this bill shall be published in said *Journal of Education* as soon as said bill becomes a law, and that it shall be the duty of the superintendent of common schools for the State to prepare, as soon as possible, a new digest of all the laws in force in relation to common schools in the State, together with an index, notes and explanations, and to publish the same in one of the bi-monthly numbers of the said *Journal of Education* sent to all the school districts, and that he cause five hundred extra copies to be printed for the use of his office.

SEC. 8. *Be it further enacted*, That when questions shall arise as to whether children are descended from negro ancestors within the degrees that deprive them of the benefit of the common school fund, the boards of county superintendents may and shall make decisions which shall be binding until the questions are decided by the courts having jurisdiction in such cases, either party having the right to appeal to said courts.

SEC. 9. *Be it further enacted*, That no draft shall be drawn in favor of a teacher until the end of the term for which he was employed, or after the expiration of three months from its commencement, except in cases where teachers leave by consent of the committee before the time for which they were employed is out.

SEC. 10. *And be it further enacted*, That when the chairman of the board of superintendents does not reside at the county seat, he

may deposit the school register for the county in the office of the clerk of the county court, making the clerk his deputy for the safe-keeping of the same, and empowering him to furnish them to teachers, on the orders of committees, and to take receipts for them according to the regulations governing the action of chairmen in this matter; and in such cases the registers may be returned again to the said clerks.

SEC. 11. *Be it further enacted*, That this act shall be in force from and after its ratification, and that all laws and clauses of laws coming in conflict with its provisions be and they are hereby repealed.

FREE SCHOOLS.—Some persons who are willing to pay taxes in proportion of their property, for general state purposes, object to any species of taxation for educational purposes. This objection is founded on a radically wrong notion of the relation of the children, and the education thereof to the state. The state, within constitutional limits, has sovereign power over the property within its jurisdiction. The children within the state are, in a certain sense, the children of the state. The state taxes her property for the education of her children, not for the personal interest of the children, nor for the interest of their parents, *but for her own interests as a state*. This is the American idea, and whoever can not become reconciled to this idea had better emigrate to some other country.—*Hon. W. C. Larrabee*.

CHARACTER IS POWER.—It is often said that knowledge is power—and this is true. Skill or faculty of any kind carries with it superiority. So, to a certain extent, wealth is power, and rank is power, and intellect is power, and genius has a transcendent gift of mastery over man. But higher, purer, and better than all, more constant in its influence, more lasting in its sway, is the power of character—that power which emanates from a pure and lofty mind. Take any community, who is the man of most influence? To whom do all look up with reverence? Not the smartest man, nor the cleverest politician, nor the most brilliant talker, but he who in a long course of years, tried by the extremes of prosperity and adversity, has approved himself to the judgement of his neighbors and of all who have seen his life, as worthy to be called *wise and good*.

TRUE WORTH and excellence of nature is seldom recognized by the world, unless attended by the pomp and glitter of position and possessions. Surroundings common to error and poverty seem to convey the thoughts of want of worth. The world seems to forget the noblest part of one's nature in the outer vestments.

Resident Editor's Department.

A WIDE FIELD.—Since the last number of the Journal was issued, our field of labor has been greatly enlarged. In accordance with the provisions of a law, which we publish in the "Common School Department" of this number, we now send the Journal, bi-monthly, to every School District in the State. We call the attention of all, who are in any way interested in our common schools, to the various items embraced in the "Act" referred to; and we would remind the "County Boards of Superintendents" that they still have the right to subscribe for the Journal for the districts of their respective counties, but will have to pay only one half the price, in order to receive it every month. The Districts will certainly derive much more benefit from it by receiving it every month, and the small sum of fifty cents a year thus expended will not be at all felt, in the length of the schools, and may be the means of doing incalculable good. If it should be the means of arousing a single member of a district committee or a teacher to a more zealous discharge of his duty, it will repay more than ten fold.

Should the committee of any district, in a county where the Journal is not furnished monthly by the 'Board,' desire to have it, they can require the chairman to subscribe for it, for their district. We now send every number to all the districts in many counties, and we hope soon to add many more to this list. If the immediate benefit should not seem to be very great, let it be continued, for it will accomplish good; it will awaken new interest in the cause of education, in many a mind; teachers will be improved by reading it, and we will have better schools.

This increased circulation will doubtless be the means of improving the character of the Journal too; for, besides enabling those who have the management of it, to devote more time to its interests, others will feel more disposed to write for it, when they know that their articles will be read by so many thousands. The way is now open for all who wish to aid in advancing the cause of education; by using "the pen of a ready writer" they may exert an influence in every part of the state. We appeal to those who have so long shown an interest in this great cause, by devoting their lives to the labors of the school-room, to avail themselves of this means of doing good, by giving others the benefit of their experience. Speak a word of encouragement to young teachers: you know many of the difficulties with which they are daily contending, tell them how you overcame them; a single hint may save them a vast amount of trouble. You have doubtless felt the want of pa-

rental co-operation, in your efforts to educate the young: then, let your voice be heard, through the printed page, by the tens of thousands of parents who are thus brought within your reach. Convince them that they can leave no richer legacy to those children, for whom they are so anxiously toiling, than a sound education: urge them to manifest more interest in their schools, to show the teacher, to whose care they have committed their sons and daughters, that he is not forgotten, that he has their sympathy, and can have their aid in whatever is to benefit his school.

Write for the children too; let them see that you feel an interest in them, in their work, in their trials, and even in their sports. We wish the Journal to be a welcome visitor in every school house in the state. With your aid, fellow teachers and friends of education, we hope to make it both interesting and instructive to teachers, to parents, and to children. We entreat you to begin at once; do not wait for others, but do your part, and others will follow your example.

School officers will find the Journal of special importance to them, since the General Superintendent will hereafter make it the medium of all his communications with them. In it will be found, all of his instructions, recommendations, and decisions. When a matter is referred to him by one officer, all will receive the benefit of his decision, and the same difficulty will not be constantly recurring. He is required too, to prepare a complete digest of all laws relating to common schools to be published in the Journal, that all who are concerned may be able to ascertain what these laws require, and may see that they are obeyed. We do not know when these laws will be ready for publication, but would suggest to the district committees to see that the number containing them is carefully preserved.

OUR CHARTER.—The Legislature has granted a charter to the State Educational Association, which we hoped to be able to publish in this number; but we have not yet received a copy of it, and can therefore only refer to some of its provisions. The most important of these is that the "act of incorporation" is accompanied with an appropriation that will enable the Association to meet all of its liabilities incurred in starting the Journal, for which the committees have hitherto been personally bound. It also grants an *annuity* of one hundred dollars, to be expended in

PREMIUMS for essays to be written by teachers of *common schools*, on such subjects as the Association may select, no premium to be more than \$30 nor less than \$15. It will therefore be the duty of the Association, at its next meeting, to offer these premiums and to determine subjects for essays. And since this matter is confined to teachers of common schools, we would suggest, that teachers, who desire to compete for premiums, should send us such

subjects as they would like to have proposed, and we will see that they are laid before the Association. All that are sent in may not be selected, but some, at least, of those who wish to write, will have an opportunity of writing on subjects proposed by themselves. The Association will probably meet early in the summer; it will, therefore, be well to think of this matter at once.

PREMIUMS.—We will present a copy of either WEBSTER'S or WORCESTER'S UNABRIDGED PICTORIAL DICTIONARY, to any teacher, or other person, who will send us, before the 1st of July next, the names of *thirty* subscribers to the *Journal*, with *thirty dollars*: Or we will give a copy of LIPPINCOTT'S PRONOUNCING GAZETTEER to any one sending *twenty* names, under like conditions. The names may be sent at different times, if it is stated with each list that it is for a premium, and the *Journal* may be ordered to different offices.

These are works that every teacher should have, and we feel sure that many of them will find it easier to pay for one of them in this way than to pay from \$6 to \$8 for it, while they will also aid in advancing the cause of education, by extending the circulation of the *Journal*. Many teachers have sent us a larger number of subscribers, when no premiums were offered, and we are sure that a little effort will secure one of these valuable books.

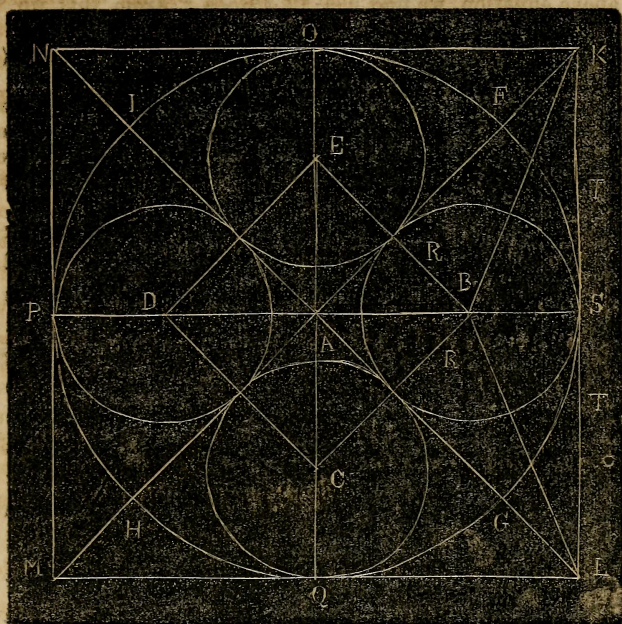
TO CHAIRMEN.—The attention of county Chairmen is invited to that part of the Law, published in this No. of the *Journal*, requiring them to furnish the post offices most convenient to each school district, in their respective counties. A prompt compliance with this requirement will be of great advantage to the operations of the school system and will much oblige the publishers of the *Journal*. Please send your lists of offices to the editor of the *Journal*, Greensboro', N. C.

While the *Journal* is sent 'every other month' at the expense of the State, please call the attention of your 'boards' to the propriety of ordering the remaining numbers, as the law still allows, that the districts may have the full benefit of this means of improvement.

QUESTION AND SOLUTION.—More than twelve months since, we published the following question, and now give a solution, recently received.

Question.—A man having a circular farm, of 600 Acres, with his dwelling in the centre, gave to each of his 4 sons equal parcels of land, as large as could be made within the periphery of his farm, in equal circles, with a dwelling in the centre of each. How many Acres does each son's farm contain? How many Acres did the father retain? How far apart are the dwellings of the sons? How far is each son's dwelling from that of the father? And how many

Acres surround the dwelling of the father, between the farms of the sons?



Solution.—Let $F G H I$ be the circumference of the whole farm. Draw the two diameters $G I$ and $F H$, at right angles to each other, and produce them each way, until they meet the lines $K L, L M, M N, N K$, drawn tangent to the circumference at the points O, P, Q, S , these points being the middle of the quadrants $F G, G H, H I, I F$.—Then in each of the equal triangles $K A L, L A M, M A N, N A K$, inscribe a circle. These circles will represent the farms of the four sons.

Now it remains to find how much land each received, and the distances of the dwellings from each other.

Let $K L = 2a$; then draw $A S$ perpendicular to $K L$ and denote it by b . Then since $A S K$ and $A S L$ are rightangled triangles, we have

$A K$ and $A L$ each $= \sqrt{a^2 + b^2}$. Denote the area of the triangle $K A L$ by \hat{A} , and the radius of the inscribed circle by r . Now the areas of the triangles $L B K + K B A + A B L = K A L$. But area $L B K =$

$$\frac{2a \times r}{2}, \quad K B A = \frac{\sqrt{a^2 + b^2} \times r}{2}, \quad \text{and} \quad A B L = \frac{\sqrt{a^2 + b^2} \times r}{2}; \quad \text{hence,}$$

$$\frac{2a + \sqrt{a^2 + b^2} + \sqrt{a^2 + b^2}}{2} \times r = \hat{A}; \quad \text{and} \quad r = \frac{2\hat{A}}{2a + \sqrt{a^2 + b^2} \times \sqrt{a^2 + b^2}}$$

Now by examining the last equation we see that the radius r is equal to twice the area of the triangle $K A L$ divided by the sum of its sides. These sides and area are readily found by considering $L K = 2a =$ the diameter of the large circle, (which is easily found

from the area, 600 acres.) By substituting the values thus found, in the above equation, we find $r = 72.4$ Rods. From this we find the area of this circle to be 102.9 Acres—the portion received by each son. Taking the sum of the sons' parts from the whole (600 acres) we find the father's portion to be 188.4 Acres.

By inspecting the figure we see that the distance from the dwelling of one son to that of another is the diameter of one of the small circles = 144.8 poles; and the distance from the father's to each son's is, the radius of the large circle minus the radius of small circle = $AS - BS = 102.4$ Poles.

Respectfully submitted,
JOSEPHUS.

The above solution answers all the questions except the last; "How many acres surround the dwelling of the father, between the farms of the sons?"

By finding the contents of the square formed by the dwellings of the four sons and subtracting from it the four parts of the sons' farms contained in the square, which will be seen to be the fourth of each—the whole of one son's farm, we have, about 28.1 Acres.

While we endorse the principles involved in this solution, as correct, we have not had time to make the calculations, to ascertain whether the results are true or not.

BOOK TABLE.

ADDRESS ON MILITARY EDUCATION, delivered at Wilmington, N. C., November 14th 1860, by Maj. D. H. Hill, of the North Carolina Military Institute.

In compliance with the request of the Association, Maj. Hill furnished a copy of this Address, for publication. It made its appearance some months since, but we mislaid the copy sent us, and therefore deferred calling attention to it, until we could procure another copy.

We need say nothing of the character of the Address, to those who heard it, or to those who know the character of its author. But we would say to all who take an interest in military education, and desire to read an able and interesting article on the subject, send for a copy. It can be procured by addressing Maj. D. H. Hill, *Charlotte, N. C.*

HINTS to Common School Teachers, Parents, and pupils: or *Gleanings from School life Experience*. By Hiram Orcutt, A. M. Revised Edition. Rutland: Geo. A. Tuttle & Co.

We find many useful and practical hints in this little book; and by way of giving our readers a better idea of the character of its contents, we may, at some time, publish a few short extracts from it. But any one, who may prefer judging from the book itself, can procure a copy, by mail, by sending 12 three-cent stamps to Hiram Orcutt, West Brattleboro', Vt.

NORTH CAROLINA MEDICAL JOURNAL.—We have received the March number of this valuable periodical and would recommend it to all of the medical fraternity, as well worthy of support. Its editors, Doctors Johnson & Satchwell are too well known to need commendation. It is published in Raleigh, at \$3.00 per annum.

THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. IV.

MAY, 1861.

No. 5.

FOR THE JOURNAL.

DIGEST OF THE LAWS IN FORCE IN RELATION TO COMMON SCHOOLS IN NORTH-CAROLINA;

With References to the original Acts, Explanations, Decisions of the State Superintendent, &c., &c. Prepared under the authority of an Act of Assembly of 1860-'61. By REV. C. H. WILEY, Superintendent for the State.

PREFACE.

The following pages contain only a digest of the laws in relation to Common Schools in North Carolina now in force, and not the laws in full.

The terms and phraseology of the Acts have, as far as possible, been retained, and only such alterations made in the language as were necessary to express the sense where repealed clauses have been left out, and where sections and parts of sections of different Acts relating to the same subject, have been placed in their natural connection.

In this pamphlet all the laws and clauses of laws in relation to any given subject, are grouped together under one head—and all repealing clauses and all repealed clauses and sections are omitted, and the whole law in force is published in one chapter, under appropriate heads, and divided only by sections of convenient size, and according to the subjects.

To prevent the possibility of mistakes some sections and parts of sections relating to more than one subject, are published twice, but each time under a different caption; but even with this repetition, and with the addition of the parts of several new Acts now in force, the present digest will be found to be one of the smallest and most convenient that has yet been issued.

The marginal notes give the subject of each clause, refer the reader to the chapter and section of the Original Act from which the clause is taken, and contain occasional explanations which, it is hoped, will be found useful to the reader.

All of the law in force which it is important for officers and teachers to know, is contained in this pamphlet—but when it is necessary, it will be easy from the references given, to find the Original Acts.

The great purpose which I have kept in view in making this digest was to furnish in as plain, simple and convenient a form as possible, what it is important for those officially connected with the Common School system, to know; and in accordance with this design I have added only such of the decisions of the State Superintendent as relate to clauses which, before these decisions, caused much and serious difference of opinion.

May, 1861.

C. H. WILEY,

Sup. Com. Schools of N. C.

INCOME OF LITERARY FUND AND TAXES.

SECTION 1. The nett annual income of the literary fund shall be annually distributed among the several counties of the State, in the ratio of their federal population, to be ascertained by the census next preceding such distribution.

Income of
literary fund
how distribu-
ted.

Revised Code,
Chapter 66,
Section 26

Fund paid to
counties,
when & how.

SEC. 2. The share of the literary fund to which each county may be entitled, shall be due and payable on or before the first Monday of October in every year; and shall be paid to the chairman of the board of superintendents, or his lawful attorney, upon the warrant of the comptroller.

Tax to be laid
by county for
school pur-
poses.

SEC. 3. The court of pleas and quarter sessions of every county, a majority of the justices being present, shall levy a tax in the same manner that other county taxes are now levied, which shall not be less than one half of the estimated amount to be received by said county for that year from the literary fund; and the sheriff shall collect and pay over the same to the chairman of the board, on the day of their first meeting; and his bond, given to secure the payment of county taxes, shall contain a condition for the faithful collection and payment of the school taxes; and for a breach of the condition, the chairman shall have the same remedies against him and his securities, as are given to the county trustees for enforcing the payment of ordinary county taxes; except that his right of action shall arise on the first Monday of October in every year, and the penalty on the sheriff shall go to the use of the common schools in his county.

Revised Code
Chapter 66,
Sect's 31, 32.
And Acts of
1856-'57, Chap
11, Section 6.

Collected by
sheriff.

Payment by
him, how en-
forced.

SEC. 4. No county court shall tax any free person of color for the support and maintenance of common schools; and no person descended from negro ancestors to the fourth generation inclusive, shall be taught in said schools.

Free negroes
not taxed for
schools.

Taxes, when
to be paid.

SEC. 5. The sheriffs of the several counties shall, on the first Monday in October, in each year, pay over to the chairmen of their respective counties, the taxes collected for school purposes, and the right of action of the chairmen for said moneys shall accrue against the sheriff after demand on the same day; and so much of the provisions of the 32d section of the 66th chapter of the Revised Code as comes in conflict with this section, be, and the same is hereby repealed.

Acts of 1856,
38, Chapter
11, Section 6.

out suitable blanks for the use of his subordinate officers; and is invested with the implied responsibility of attending the meetings of the legislative committees on Education, and of seeing to all necessary modifications of and additions to the laws in relation to common schools.

The spirit of the law requires him, also, to keep himself carefully informed in regard to the character of school books, and to use all proper exertions to secure the use of those best suited to the schools of the State.

It is an obligation, resulting from his position, to constitute his office a school for the instruction of all subordinate officers, and to systematize, direct and stimulate the exertions of these local agents; and he should, also, use such means as are at his disposal for the dissemination of useful educational statistics and information among the people.

Not the least duty devolving on him as head of the Common School system, is that of devising and putting in operation appliances for the regular, judicious and constant elevation of the standard of teachers' qualifications; and this one department alone opens up such a wide field of enterprise that no legal phraseology could exactly and fully define its varied requirements.

He is, by necessary implication from the genius of the Common School system, to decide disputes in regard to the meaning of the law, until such cases are determined by the courts having jurisdiction; and while he represents to the world the popular educational interests and character of the State, he should study the progress of other communities, and be prepared to decide on the adaptation of supposed improvements to the circumstances of our own condition.

Division of the School Fund among the Districts—Who may attend school—Subjects to be taught—Disputes in regard to negro blood.

Division by board of superintendents.

SEC. 58. The board of county superintendents shall divide the moneys arising from the proceeds of the literary fund, and from county taxes among the districts of their several counties, acting under the advice of the general superintendent, and in such a way as to secure as far as possible, equality in facilities for education among all the white children of the county.

Acts of 1856-'57, Chapter 11, Section 8, and Acts of 1858-'59, Chapter 27, Section 1.

Notice given of amount due each.

SEC. 59. The chairman shall give notice, by written publication at the court house door of his county, of the amount due each school district, soon after the money is received.

What taught in schools.

SEC. 60. Any branch of English education may be taught in said schools; and all white persons over the age of six years shall be permitted to attend the school of their district, as scholars, and receive instruction. *Provided*, That the children in any one district may, by the consent of two superintendents or committee, attend the schools in any adjoining district.

Revised Code, Chap. 66, Sec. 41.

When children may attend schools out of their district.

Prohibition in regard to persons of negro blood.

SEC. 61. No person descended from negro ancestors to the fourth generation inclusive, shall be taught in said schools; and when questions shall arise as to whether children are descended from negro ancestors within the prohibited degrees the boards of superintendents may and shall make decisions which shall be binding until the questions are decided by the courts, having jurisdiction in such cases, either party having the right to appeal in such cases.

Revised Code, Chap. 66, Sec. 23, and Act of 1860-'61, Chapter, Section 8.

Rhessa [Signature]

Districts may be laid off for the benefit of the children of the operatives in Factories, Mines, &c., &c.

Where there are factories, shops, mines, &c., special districts may be laid off.

SEC. 62. Whenever it shall be made to appear to the board of superintendents of common schools of any county in the State, that there is in said county a factory, mine or shop, and that there are in the families of the employees of said factory, mine or shop, as many as forty children who are entitled to the benefit of the common school laws, that the said board may lay off a school district, to consist of said employees; and which district shall be entitled to all the privileges, and subject to all the rules and regulations of the other districts of the county.

Acts of
1858-'59,
Chapter 27,
Section 5.

The School year: when to begin and end.

School year, how arranged.

SEC. 63. For the purpose of rendering the school year more consistent and uniform, it shall be arranged as follows, *to wit*: First, The boards of county superintendents shall be appointed under the regulations formerly established, and shall hold their office as already prescribed by law, their term of office beginning on the third Monday of April, and continuing for one year, and until others are chosen: Second, The chairman of the board of county superintendents shall be appointed at the time, and under the regulations already established by law: Third, District committees shall be selected by the boards of county superintendents on the third Monday in April in each year, and persons in whose behalf petitions have been presented, and on whom a majority of parents, guardians and voters have united, shall be selected, and all such petitions must be presented before or on the third Monday in April: Fourth, The chairmen of boards of county superintendents shall present their financial statements and vouchers to the committees of finance, or clerks of the county courts, in the manner required by the provisions of the 49th section of the 66th chapter of the Revised Code, on or before the fourth Monday in March: Fifth, The chairmen of the boards of county superintendents shall make their reports to the general superintendent of the State, according to the provisions of the said 49th section of the 66th chapter of the Revised Code, and under the penalties already prescribed by law, on or before the third Monday in April in each year: Sixth, And the general superintendent for the State shall make his annual report, as prescribed by the 58th section of the 66th chapter of the Revised Code, on or before the first Monday in July; and so much of sections 49 and 58 of the 66th chapter of the Revised Code, as comes in conflict with the provisions of this Act, is hereby repealed.

Act of
1860-'61,
Chapter
Section 5.

NOTE.—The chairmen of boards of county superintendents, and the sheriffs of the several counties, must file with the clerks of the county courts a written

statement in regard to the school taxes of their respective counties. This must be done within ten days from the first Monday in October—and within thirty days from the said first Monday in October, the clerks must send copies of these statements, under the seals of their office, to the State superintendent.

Compensation of Officers.

Of chairmen. SEC. 64. The chairman of the board of county superintendents of common schools shall be allowed to retain not exceeding two and one half per centum of the moneys which shall pass through his hands, as a compensation for his services. Revised Code, Chap. 66, Sec. 29.

Superintendents. SEC. 65. All county superintendents of common schools may, (at their request,) be exempt while in office, from serving on juries, except in capital cases. Acts of 1856-'57, Chapter 11, Section 12.

Of examining committees. SEC. 66. The boards of county superintendents may, in their discretion, allow such reasonable compensation to members of the committee to examine teachers as they shall deem proper, the pay of each member in any county to be the same. Acts of 1856-'57, Chapter 11, Section 13.

Of clerks and sheriffs. SEC. 67. The clerk shall receive a reasonable compensation for his services, to be allowed by the board of superintendents, and both he and the sheriff shall be paid out of the school fund. Revised Code Chap. 66, Sec. 60.

Special service of chairman; to visit school districts, &c. SEC. 68. The boards of county superintendents of the several counties shall be authorized to appoint their chairmen to visit the school districts of said counties, or any part of them; and each chairman so appointed and acting, shall make a report to the general superintendent, giving him a full account of the character of the schools, the condition of the school-houses, and of the progress of education in the district. And said board may allow such visitor such compensation as they see fit. Acts of '56-'57 Chap. 11, Sec. 16.

North-Carolina Journal of Education to be an official organ of the State Superintendent and of the Schools—Digest of the school laws to be published in it every two years.

State Educational Association to publish a Journal of Education. SEC. 69. The State Educational Association shall have published, under its auspices, a monthly periodical to be called "The North-Carolina Journal of Education," to be conducted by such persons, and on such terms as it or its authorized committees may see fit—and the first name on the Board of Editors shall be the superintendent of common schools for the State, who shall publish in said Journal such of his official decisions as he may deem of general interest, his annual letter of instructions to committees of examination, extracts from his annual report to the Governor such suggestions as he may deem important, with explanations of the duties of his subordinate officers, and once in every Act of 1860-'61, Chapter. Section 6.

two years, a digest, with index and notes, of all the laws in force in regard to common schools.

N.C. Journal
of Education
to be sent to
officers and
schools, &c.

SEC. 70. For the diffusion of necessary information among all the officers and teachers of the common schools, the superintendent for the State is authorized to subscribe for a copy of *The North Carolina Journal of Education*, published under the auspices of the State Educational Association, for each chairman of the county superintendents, for each member of the committees of examination, and for each common school district—the copies for the districts to be sent bi-monthly, or every two months, at half the cost of the monthly edition—to be used by the committees and filed in the district school houses. And until the chairmen send to the superintendent the post-offices of the committees, which they are hereby required to do as far as possible, the copies for said committees shall be sent to the chairmen to be by them distributed, and the list of said subscriptions shall be paid semi-annually, on the warrant of the Governor, by the treasurer of the Literary Fund.

Acts of
1860-'61,
Chapter,
Section 6.

SEC. 71. A copy of this law shall be published in said *Journal of Education*, as soon as said bill becomes a law, and it shall be the duty of the superintendent of common schools for the State to prepare, as soon as possible, a new digest of all the laws in force in relation to common schools in the State, together with an index, notes and explanations, and to publish the same in one of the bi-monthly numbers of the said *Journal of Education* sent to all the school districts, and to cause five hundred extra copies to be printed for the use of his office.

Act of
1860-'61,
Chapter,
Section 7.

NOTE.—It is provided in the Act incorporating the State Educational Association, that its charter, on trial in the proper tribunal, shall be forfeited whenever it is proved to become a political, sectarian, or sectional society, or to be engaged as a society in propagating doctrines inconsistent with the peace and safety of the State.

NEW COUNTIES.

An Act to provide for the distribution of the proceeds of the Literary Fund among the several counties of the State.

Proceeds of
fund, how di-
vided.


SEC. 72. The President and Directors of the literary fund shall hereafter, in making a division of the proceeds of said fund, ascertain and apportion the sum due to every county which has a regular organization.

Act of
1856-'57.

Counties or-
ganized since
taking the
census.

SEC. 73. Whenever a county may be organized since the taking of the census, the federal population of the new county shall be ascertained, as nearly as practicable, by the chairman of the board of county superintendents of the new county and the chairman of the board of county superintendents of the other county or counties from which it

INDEX.

 This index could not be alphabetically arranged without making it too long and cumbersome.

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Resident Editor's Department.

SEWING MACHINES.—We have often heard from *mothers*, such expressions as “I wish I could find time to teach my children, but they *must be clothed*, and I am compelled to leave their mental training altogether to others,”—“I would like to give more attention to the progress my children are making in their studies, but I have not time. I can't see how Mrs. A. does all of her own sewing, and teaches her children too; and I believe they learn faster than mine, who are kept regularly at school.”—“How does Mrs. B., with four or five children to work for, find time to read so many books, and at the same time keep herself posted in the news of the day? With only two, my needle leaves me no time for books and newspapers.”

Just look into Mrs. A's or Mrs. B's comfortable and well-arranged sitting-room, and you will most probably find a neat little piece of furniture, manufactured by MESSRS. GROVER & BAKER, which will solve the mystery.

We have been the fortunate owner of one of these wonder-working machines for several months, and as a friend of education we feel bound to recommend its introduction into every family. Our wives and daughters ought, so far as they can, to do the sewing for our families, but we should not suffer them to wear out their lives, stitching from morning till night, and spending a weary *week* over the work that might easily be done in a *day*, with the assistance of a GROVER & BAKER SEWING MACHINE. They should have time to improve their minds and to instruct our children. The mother should be the child's first teacher, but if her whole time is taken up with the needle, this important duty must be neglected.

If any illustration were needed, to show the utility and economy of sewing machines, we would say to the farmers who may read this, lay aside your threshing machine, for this year, and undertake to thresh out a large crop of wheat by hand, with the old *flail* used by our grandfathers; this will give you some idea of the difference between sewing with a machine and by hand. For further information, see advertisement in this No. of the Journal.

THE MAY NUMBER of the Journal is devoted to the publication of our School Laws, in compliance with an act of the Legislature; and (on account of unavoidable delay, on the part of the Superintendent, in getting the Digest ready we could not publish at the usual time.

The contents of this number are particularly valuable to all who are in any way connected with the common school system, and it should be carefully preserved for future reference.

THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. IV.

JUNE, 1861.

No. 6.

PECUNIARY VALUE OF EDUCATION.

There have been many attempts to estimate the pecuniary value of an education so far as it bears upon the public and the State, in the saving of pauperism and crime, and conducing to national prosperity. But for the individual it has often been regarded more as a luxury for which he has to pay, rather than as the best of all properties which it is possible for a father to give his child, or labors by which a young man can begin to acquire his own fortune.

But take a strong, hearty laboring man, without any education at all—one who is not able to read or write, nor acquainted with any trade, nor instructed in any handicraft employment, whatever. Suppose him to be honest and truthful, and willing to do his best, yet, how much would he be worth more than his board? If he knew something of farm-work, and has had experience in horses he might still be hired by the year in Many parts of the State for \$10 a month and his board which might be called as much more.

But let him have a good common school education, so that he could read write and cypher, he can as a salesman or in teaching, easily earn \$450 a year at once; that is \$200 a year as long as he lives, for his education. Suppose him to pass through College respectably, and he can at once get from \$650 to \$850 as an engineer or surveyor or teacher. So that a college education makes a man worth \$500 a year more, so long as he lives, than if he had not enjoyed it. We say nothing in all this of the security it affords against crime and disgrace, nothing as to the superior character of the friends and companions it will bring round him, and who can and will help him to situations of trust and honor. We say nothing of the large number of gratifications and enjoyments of an innocent and improving character it would open up before him. But speak only of the immediate and direct pecuniary advantage.

Supposing a young man of 21 years of age to have accomplished this; the Chester Life tables would show us that he has an expectation of living upwards of forty years—that of receiving in return for it, hard cash, \$20,000, at the rate of \$500 a year. Supposing that commencing at fifteen it costs him two years to prepare for college, and four years to go through, and that each year he spends \$200 more than he earns, that is \$1,280, and the interest. With diligence he can teach school, study a profession, and pay all this off in three years. After that, he has a certain income that is better than any other fortune, in this, that *it cannot be spent*. It is better far than it would be to put \$10,000 into the hands of the average of young men at 21 or even at 24.

But the important advantage of an education is, that it multiplies a man's power of usefulness, and of acquiring wealth at a much greater ratio in proportion as it is combined with other qualities, and as he advances in years or his physical powers decay.

For instance, take a completely uneducated man, and it is only his honesty and his physical industry that gives his labor any value in a commercial point of view. He can perhaps mow, or he can reap so much land per day, and he will not rob at night. But every new mowing or reaping machine introduced can do his work better and more quickly, and this yearly diminishes the value of his labor.—But on the contrary, all these improvements in the value of educated labor, that is of the mechanic who can *calculate* as well as work; the machinist who can form patterns and adapt machinery to all the wants of civilized life, becomes every year more in demand and better paid, and the architect and engineer of high ability receive immense incomes.

When education is combined with great physical powers, it often more than doubles the value of both. The man who can with the same hand draw the plan of a building and assist in its execution, directing each workman, often makes thousands thus, and the artillery officer who can estimate the weak points of an enemy, and then charge at the head of his men, thinking with the wisest and fighting with the bravest, that man justly deserves the rank and pay of a dozen mere fighting men, or a dozen mere thinking men either.

But it is where, in addition to this, the highest moral qualities are also combined, that the value of education is chiefly apparent. That self command, honor and strict integrity which enable a man to lead and combine the wills of others and make him trustworthy by all, when united with education, produce a character, the value of which even pecuniarily it seems at times impossible to estimate.—

Edgar Poe possessed a brilliant intellect and the highest powers, but died a beggar, simply from a terrible lack of all moral power of self control. Arnold was brave, and Aaron Burr was able, but the want of moral principle ruined the prospects and power of each of them. But in the character of Washington, we have one of the finest combinations of the three in history. Physically active and strong, his intellectual powers, though not so brilliant, were more solid than those of Burr, and his uniformity and lofty simplicity and integrity combined to form a character that made him worth to the country and to the history of the world, what no money can estimate. But what would Washington have been without the study of mathematics, and without his combined education in the woods as a surveyor, and in the field as a soldier? An honest American gentleman, like hundreds of others, it was *education*, combining and cementing into a unit his noble powers, that gave value to the man.

WRITTEN FOR THE JOURNAL.

ARABIA FELIX A MISNOMER AND A MISTAKE.

“The title of Araby the blest is somewhat of a poetic fiction; and its use can only be accounted for by supposing much oriental exaggeration in the accounts given by the Arabs of their country, and no little freedom of fancy in those who accepted them; while in its usual application to the peninsula in general, the best parallel to Arabia Felix may be found—passing from one extreme to another, “from beds of raging fire to starve in ice,” and from the poetic to the prosaic—in that climax of all infelicitous nomenclature, Boothia Felix.

Indeed oriental scholars tell us that in the ancient example as in the modern, the misnomer was the result of accident or euphemism, or that Felix is only a mistranslation of El-Yemen, which signifies the right hand, and was applied, at first by the N. Arabs to the Peninsula in contradistinction to Syria, Esh-Sham, the left hand, the face being always supposed by the oriental geographers to be directed towards the East. Hence El-Yemen, is the Southern land, the very name applied to it as the country of the Queen of Sheba, Math. 12, 42. But the Greeks interpreting, “the country of the right hand, with reference to their ideas of omens, called it “the country of good omen,” or “the blessed,” and then the appellation was explained of its supposed fertility and wealth; the process of

confusion being completed by the double meaning of the word happy." SMITH.

WRITTEN FOR THE JOURNAL.

COMPARATIVE PHILOLOGY.

NUMBER SEVENTEEN.

The Indo-European vowel system continued. The next affection of vowel sounds, of which we have to treat, is that called by German authors *Umlaut* or a changed sound, also distinguished in certain cases as a breaking of sounds.

It is a change of sound in a vowel produced by the influence of a following vowel, more particularly *i* as in German.

There the *i* umlaut occurs in three sounds *a*, *e*, *u*. It reduces *a* from the sound *ah* to that of French *é*, nearly Eng. bear; *o* to the sound in French *peur* nearly as in *muff*; *u* to the French *u* as in *vu*, which is partially heard by some in the word *use*. It is marked thus *ä*, *ö*, *ü*, and imperfectly *æ*, *œ*, *ue*; as in *Goethe* *Goëthe*.

It is an approximation of these sounds to that of the following letter, in this case of the stronger to the weaker. Rumpelt in his new German (*Deutsche*) Grammar defines breaking as a change of the stem *i* or *u* through the influence of a following *a* into *e* or *o*.—It is thus comparatively the opposite of *Umlaut*, and approximates the weaker to the stronger element.

Both effects remain after the vowel producing them, through the wear of words, has fallen away.

The most complete information upon the subject is to be found in Wahlenberg, "*Einwirkung der vokale auf vokale*, or influence of vowel upon vowel." In what follows *Umlaut* and breaking will be treated together, and in the order of the vowels producing them. In *Zend* the vowel elements *i*, *î*, *ê*—*ai*, and the semi-vowel *y*, when preceded by a single consonant cause an *i* to be annexed to the vowel of the preceding syllable; the following *i* mirrors itself as it were in the preceding vowel.

Thus *a* becomes *ai* Skr. *patis* Z, *paitis*, Grk. *posis*, husband or lord compare Lat. *potis* able; Skr. *dadâti*, Grk. *didôsi*, Z, *dadhâti*. Skr. *upari*, Z, *upairi*, Grk. 'uper, Ger. über over; Skr. *madya*, midst, Z. *maidya*; Skr. *yarê* for, yar, Z. *yairya* yearly; Skr. *bhratê*. Grk. *pheretai* Z, *baraitê* he bears. Two consonants prevent the change.

In Greek *meizôn* is for *megiôn*, *megjôn*, *kreissôn* for *kratiôn* *kratjôn*, whilst *gj* and *tj* become *z* and *ss*. In the Grk. feminines *geneteira melaina*, for *geneteria melania*, the *i* is moved from its place.

The umlauts *ä* and *ö* are wanting in Grk. except that *ê* (*êta*) has nearly the sound of *ä* with a strong tendency to *i* which in the centuries after Christ it became. Dionysius Hal. still distinguishes between *ê* and *i*, Persius and Juvenal spell *beta theta*, not *bita thita*.

The pure *u* is wanting to the Grk., though as Grimm observes there can be no doubt that in high antiquity *su*, 'uper 'upo, *thrasus* sounded like the Lat. *tu*, sub, super; Goth. *thu*, uf, ufar, *filu*; Lithuanic *drasus*.

The change from *u* to *ü* in Grk. is accounted for by the dislike of the Greeks for the surd sound *u* and a preference for the high *i* sound which in New Greek has resulted in a complete disorganization of the vowel system, where *ê ai ei* are sounded *i* that is *ee*. The same tendency is shown in the Romanic languages. The Eolic and Doric dialects furnish examples of *u* instead of 'u, as in Eol. 'oudôr instead of üdôr.

The Latin and Old Sclavic have no *i* umlauts, there are apparent resemblances in Lat. as in *barba imberbis*, *annus perennis*, which are like *aptus ineptus* compensatory weakenings of the vowels.

The Romanic languages present many cases of a similar change to give body as Heyse thinks to monosyllabic words or leading syllables. Here they occur where no *i* appears. Hence Rumpelt infers that they result from a tendency in these languages to disturb the pure vowels.

Perhaps, however, the exceptional examples may be regarded as unconscious imitations of a prevailing habit.

Examples. French; *mansio maison*, *palatium palais*, *commentarius commentaire*, *gloria gloire*, so too *fames faim*, *granum grain*, *sanus sain*, *pes pied*, *bene bien* &c. Portuguese; *adversarius adversairo*, *notarius notairo*, *apium aipo*, *rabies raiva*, *Jannaius Janeiro*. Provençal; *occasio ocaisé*, *materia madeira*, *potio poiso*. Spanish; *basium beiso*. Italian; *primarius primiero*, *volontarius volontiero*. The Gothic together with the Old Northern (O. N.) runic has no *i* umlauts. This umlaut commences in the Old High German (O. H. G.) about the 6th or 7th century. It sometimes appears as *ai*, *ei* or *ae*; as in *braennit brennt* burnt, *einti*, *endi* end=Goth *andi* acc.

The form *ê* for this sound was formerly used in all the German languages. The N. H. G. New North, and Old Swedish use *ä*. The umlaut remains long after the vowel causing it has fallen away,

as Goth, nati, O. H. G. nezzi, Old Saxon netti Ang-Sax, and O. N. net, Swed, nät N. H. Ger. nets, Eng. net.

About the 10th century the i-umlaut of u appears in O. H. G. sometimes expressed by iu, sometimes by ui; in M. H. G. iu, iv, u, sometimes ue. In Ang-Sax, and O. N. this umlaut is expressed by $y=ü$, New Icelandic î, English long i, =continental ei. A. S. and O. N. mus mouse, pl. mys Ger. mâuse, Eng. mice. The M. H. G. had several umlauts whose place is now mostly filled by e, namely, besides ê and iu, ö from o, ü from u, ae from â, oe from ô, öu from ou, üe from uo. In the New High German, eu äü stand for iu, äü eu for öu, ü for ue, and the umlaut if a is written ä, e. g. hand hände, hand hands, hauser for hiuser houses from haus; heu hay—höuwe, heuwe; hühuer—hüener heus from huhu.

The Ang-Sax. umlauts a into e; u (o) into y, û into y, ô into ê (North English œ) and the diphthong ea—Goth, au into ê and y. Examples hana acock, hen fem. henne, burh a town pl, byrig, mūs, pl mys, nead nydan necessity, to necessitate, The English forms man men, mouse mice, foot feet, are to be explained on these principles.

The Northern languages have a large number of umlauts which we cannot now notice.

The Celtic languages have an i-umlaut. Irish daighim daghaim I burn, guinim I wound, gunta wounded. Many words show an umlauted gen, sing, and nom, pl, e. g. baird from bard poet, eich from each mare lat. equa, cuirp from corp lat, corpus body, welsh plurals, daint from dant tooth, beirdd from bardd poet, defaid from dafad sheep, ctyll from afall apple, cyrn from corn horn, gwyr from gwr man, (w=u.)

The Albanese also shows umlauts without a causing vowel, net pl. or nat, night, skleb from sklab, slave, ke from ka ox. U-umlaut

In the Zend there is an umlaut of the u through the following u or v; Skr taruna young Z, tauruna, sarva all haurva. In the Romanic languages similar cases occur.

Lat. vidua widow gives Span. viuda, Prov. veuza, Fr. veuve.—Prov. soup=sapuit, ereup eripuit, Port. hovehabuit, soube sapuit, coube capuit, trouxe traxui. Old Port. prougue, placuit, jougui jacui.

In O. N. au springs regularly from a through u (o) of the following syllable, whether it remains or falls away, e, g, daulom dat pl. from dalr dale, aullum from allr all.

Short a in Ang. Sax. breaks under certain conditions into ea, which is equal to Goth. au. This occurs particularly in cases where

i, *r*, and *h* follow, which have an especial tendency to produce the vowel *u*; e. g. *ealla* alle all, *earm* arm, *eaht* Ger. *acht* eight. *L* stands in close sympathy with *u* and often passes into it. Examples French *au* from *a le*, *du*, *de le*, *cou* from *col*, Lat. *collum*, *ceux* (*ceus*) from *cels*.

Cempare also the Rhäto Romanic and Scotch dialects together with the Eng. Lat. *calidus* gives in the two first *cauld*, Eng. *cold*,—Lat. *altus saltus*, give R. R. *aault* *sault*.

The New English *ea* stands generally for the A. S. breaking *eo*; for A. S. *ea*, *a*, sometimes *o* appears in Eng., the last generally before *l* and *r*. Examples, *feallan* to all, *eala*, all, *wearm* warm, *eald* old, *healdan* to hold.

An *u*-umlaut of the *i* is found in O. N. *io*—*iu* in *skioldum* *skiol-*
dom, Goth. *skildum*; *gíof* equal A. S. *gifu* gift.

In A. S. there is an *io*, sometimes *eo*, broken from *ê* or primitive *i*, which occurs generally under the protection of a following (*o*;) *seofon*, Frisic *siugun* seven, *geofu* *gifu*. The consonants *l*, *r* *m* and *n* favor this breaking; *seolf* self, *eordhe* earth, *eom* Goth. *im*—*bin*, Old Sax. *bium*, I am.

For this Saxon form the English has *o* often with the sound *ö*; as in *weore* work, *weort* wort an herb, *weorth* worth *weorlð* world, *sweord* sword; sometimes *u* as in *ceorl* churl; also *ea* as *weofung* weaving, *eardhe* earth. The Old Saxon has also *steorre* star.

The Gothic has what is termed an umlaut of *a*, that is a breaking of *i* and *u* before *u* and *r* into *ai* and *au*, which in O. H. G. are given as *e* and *o*. Thus instead of *sihvan*, *fuho*, *biran* *buran*, we have *saihvan* *fauho*, *bairan*, *bauran*, O. H. G. *sēhan*, *foha*, *pēran* *poran*. These forms in Gothic *ai* *au*, are dipathongically short and have with the peculiar diphthongs *ai* *au* nothing in common. A similar tendency to a before *r* is exhibited in the Netherlandic, Ang-Sax, and English languages, as compared with modern German.

The O. N. *ia* most frequently is an umlaut of *i* through a following *a*, as in *hiarto* Frisic *hirte*, Eng. *heart*. The same occurs under the influence of *l*, as *sialfr* self, *hialpa* to help. In O. H. G. a following *o* from *a*, and *ê* from *ai*—exert the same influence, e. g. *bëro* compared with *birin*, bear; *nëmê* er *nehme* he takes.

There appears to be also in Ang. Sax, a breaking of *i* (*e*) through *a*. Example *feala* *fela* much, Goth. *filu* O. N. *fiol*; *teala* *teola* *tela* well good; *bearht* *beorht* bright, O. H. G. *përaht*.

The North English dialect of the Saxon gives *hiaben*, Old Saxon *hëbhan* heaven, *gïafan* to give. The breakings of the Saxon already described *ïo*, *eo*, that is through *u* and *a*, *ea*, that is through *a*

were early confounded with each other, hence the manifold irregularities in it as well as in English.

The umlauts were foreign to the oldest condition of language.—They were derived gradually and were at first only modifications of sound, not of conception.

But when in a later period of language the vowels producing umlauts fell away or were weakened to e, the umlaut of the root vowel took upon itself a dynamic function and became a means of inflection. Forms which earlier were sundered from each other by sharply imprinted flexions were separated now by the umlaut. O. H. G. *wârun* Indicative they were, *wârin* Conjunctive, became in M. H. G. *wären* *wæren*; *Sunu suni*, M. H. G. *sun süne*, N. H. G. *sohn söhne*, son sons; *scône* (adv.) *sconi* (adj.), *schône* *schoene*, *schon schön*.

The old endings continue their formal signification in the umlauts. Compare foot feet Ger. *fuss füsse*, man men, mouse mice where the umlaut performs the function of the plural sign s.

With the loss of the vowels producing the umlauts began the extension of the change to inorganic cases where no vowel which might produce it existed in the ending as in *apfel äpfel* apple apples, &c.

C. W. S.

THE USE OF CLASSICAL LEARNING.

The following sentiments of an *anonymus* writer are so apposite to the subject, that we readily subjoin them, not doubting but that they will gain the suffrage of every genuine lover of classical studies.

The use of classical learning is one of those self-evident principles, which we perceive, but cannot analyze. Every one observes, that a *classical education* greatly improves the mind, but unable to describe in what manner dead languages can confer knowledge, some deny it; others think they deny it, while their approbation shows itself in spite of them, and many acknowledge it as an unknown *datum*.

Some learn the languages to understand the Latin and Greek sentences occurring in books, or in the conversation of the learned. This is no doubt very satisfactory, but not proportioned to the labour of learning them, especially now, when fashion declares against the practice of interspersing English with Latin. To be able to read the Latin and Greek authors is the only object of others. This is unnecessary, seeing we have all the classics translated into English; admit their beauties are more conspicuous in the original, nor can

their sublimity be completely preserved in a *translation*; but the advantage is by no means equal to the expense and labour of learning them. Some learn them because it is fashionable, because it is considered as a part of polite education; others, to catch the veneration which the world pays to sound in unknown language; but unmerited esteem is not desirable to a man of principle, and a poor reward for four or five years hard study.

So much have men laboured to account for the manner in which languages improve the mind, but all have erred. Hear then, in few words, the mystery developed. The learning of the languages advances every faculty of the mind which renders men eminent; it improves the memory more than any other study, depending so immediately upon it, committing grammar rules, and incessantly exerting the memory to retain the meaning of strange words, give it incredible strength. Every boy who has been two or three months at the grammar school, will bear testimony to the truth of this; and the idle Indians are instances to prove, that a memory unexercised is always a weak memory; admit that excessive exercise of memory may wear it out, so will excess of food and drink destroy life.

The judgement is improved by the study of the languages; every *Latin* and *Greek* sentence must be tried by reason, examined by the rules of *logic* before it can be understood. This study, therefore, is a praxis of reasoning, a system of *practical logic*, exercising the mind in *lessons, rules* and *examples*, which teach us to think and reason.

The mind is inured to study by learning the languages; application so long, so constant, and so severe, renders study habitual and easy.

The mind of man is naturally averse from study; application is irksome to us, till long practice has rendered it habitual. There needs something to overcome this aversion from thinking; for this no other study is so well calculated as that of the *Latin* and *Greek* languages; any other study is soon finished, and the mind falls back to its native indolence; but this suffers no respite, admits no relaxation, strains the mind to the greatest degree of tension, and fixes it there for months, for years till it becomes habitual, and grows into its nature. This severe discipline cannot fail of working an amazing revolution, in the faculties of the soul. By exercising the mind in the search after truth, by exerting the memory to retain the significations of words, by the close reasoning which every sentence requires to be understood, the mind is strengthened, enlightened and prepared for the study of the *fine arts*, of *divinity*, *law*, *physic*, of *philosophy*, *mathematics*, *ethics*, &c.

Classic learning keeps the door of sciences; every science contain-

ing new ideas requires its peculiar technical terms; these terms are always Latin and Greek; and ignorant of these languages, how can you understand technical terms, how can you understand the sciences?

Will you, through indolence, relinquish all the advantages derived from divinity, law, and physic? By these the divine is enabled to promote the salvation of our souls; the physician, the salvation of our bodies; the lawyer, that of our property; and the statesman, our rights and liberties.

Words are the vehicles of all knowledge, the channel, through which we acquire ideas; the knowledge of the *English* language is, therefore indispensably necessary to every person who speaks English. Our language consists chiefly of words derived from the Latin and the Greek; the English scholar must study his dictionary, or continue in ignorance; the linguist knows *them* without it, and better than the other with his dictionary; for an *English* scholar cannot understand words, nor comprehend their sense, with that force and clearness which derivation affords by tracing it to its root. This is the reason so few English scholars become readers; not able to understand what they read, it affords them no pleasure; the book is thrown aside, and that most refined pleasure, the pleasure of reading; the delight of conversing with all the authors of all nations, and of all ages, is lost, together with the mental improvement which books afford.

The study of the languages improves *diction*, by exercising the invention to find out terms, and suitable expressions in translating lessons. The original gives the idea only, to find adequate terms in English requires the skill of the student. Here the memory, taste, judgement, sagacity, invention, imagination, are all on the rack; three, four, five years studying and practising propriety of language, elegance of style, and strength of expression, which has a happy tendency to advance the eloquence of the student. This will be understood by those only who have learned the languages, nor by all of them; some blockheads have been whipped to school, and goaded through the regular course of the classics, who declare they experience no advantage from their knowledge of them. I always pity their want of intellect who say so; the fault is not in the languages, but in their brain. It requires some degree of genius to derive advantage from them. Latin and Greek cannot metamorphose a dunce into a genius; but can advance even a dunce many grades above where nature left him, or beyond a genius unlearned; without this learning, he would, even till he grew old, remain the child of stupidity.

The knowledge of English grammar is another advantage of classical learning; they are mistaken, who suppose that English may be understood without it. I defy the English *literati* to produce one instance of an adept in grammar. The linguist, by dealing so much in the parts of speech, contracts such a familiarity with them, as the English scholar is unable to attain; so long conversant with grammar rules, an impression is made, which time cannot obliterate. The English language does not afford praxis enough to inculcate grammar rules sufficiently to make a lasting impression; they may be learned and understood, and as soon forgotten. Latin and Greek are the only praxis of grammar; every sentence, and almost every word in a sentence, require the strictest scrutiny; must be examined by grammar rules before it can be understood; and few sentences can be read without the application of some fundamental rule in grammar; by these means grammar is familiarized to the linguist, it grows into his nature and can cease only with his existence.

There is no exercise we have more frequent recourse to than speaking. There is not a day, scarcely an hour, but we have use for it; what is of so much use, therefore, should be well understood. To be wrong every moment is mortifying to a person of taste. To be uncertain whether you speak two words together with propriety, is a painful situation. It must be a humiliating reflection that the half the words you utter may be ungrammatical for any thing you know. that you dare not speak a sentence, unless you are certain, that they are all fools who hear you; afraid to write a line, unless you are previously assured that the person to whom you write is a blockhead as well as yourself.

Attend to facts; all useful characters have learned the Greek and Latin languages. If once in a century, the mere dint of genius forces one into eminence without the knowledge of those languages, he declares he would give thousands for that knowledge. Ask the learned the value of the languages; they would not want the knowledge of them for ten times the expense and labour of learning them; and they give the best proof of their approbation; for they spare no pains to have their children made linguists.

It is often urged by the enemies of learning, that the time might be better spent in learning English. I insist that twenty years are sufficient for learning both; the wiseacres will not assert, that two are less than one, the whole less than a part. Supposing Latin and Greek useless, a boy can learn them at an age incapable of severe study, at a time when he can learn nothing else, and the mind is better employed than idle. Exercise, both of mind and body, is as nec-

essary to their health and life as food ; the languages should therefore be learned by all people of all nations, in all circumstances. I except but one ; when a man is so poor, that other learning must be sacrificed to them. If one only can be learned, it is preposterous to prefer a foreign language to our own.

To strengthen the memory, cultivate reason, improve judgement, inure to study, refine diction, to furnish a *copia verborum*, and accurate knowledge of English, to make a grammarian,—teach technical terms, prepare for the fine arts,—philosophy, mathematics,—to enable us to enter the regions of literature and science,—to make a man a philosopher, is the peculiar prerogative of classical education.

PHILOGLOSSOS.

WRITTEN FOR THE JOURNAL.

ROSCIUS THE ROMAN ACTOR.

Roscius paid the greatest attention to his art, and obtained excellence in it by the most careful and elaborate study. So careful and assiduous was he in his preparations, that even in the height of his reputation, he did not venture upon a single gesture in public which he had not previously well considered and practiced at home. But notwithstanding all this study no mannerism or affectation appeared in his acting ; everything he did was perfectly natural to the character he represented ; and he himself used to say that propriety was the highest excellence of the art. He was considered by the Romans to have reached such perfection in his own profession, that it became the fashion to call every one who became particularly distinguished in his own art by the name of Roscius.

In his younger years Cicero received instruction from Roscius, and at a later time he and Roscius often used to try which of them could express a thought with the greatest effect, the orator by his eloquence, or the actor by his gestures. Macrobius, who relates this anecdote, goes on to say that these exercises gave Roscius so high an opinion of his art, that he wrote a work in which he compared eloquence and acting. Like Aesopus, Roscius realized an immense fortune by his profession. Macrobius says that he made a thousand denari a day, and Pliny relates that his yearly profits were fifty millions of sesterces. So we see what estimate the Romans put upon this department of instruction.

LATINUS.

LOST LITERATURE.

In these days of cheap printing and toleration, book-burning is looked upon as a puerile folly—upon a par with the Irish method of spitting a banker by burning his notes. Still, literature has suffered losses. As Wat Tyler's victorious rabble made firebrands of the ancient records of London, so mad mobs destroyed invaluable treasures when they set fire to Lord Mansfield's and Dr. Priestley's houses. The Vandal Maszena, in retreating from the lines of Torres Vedras, wantonly destroyed the church and convent of Alcobaca, rich with the national literature of Portugal. Valuable works have fallen victims to ignorance and avarice. The niece of Peirese, "the Attorney-General of the republic of letters," refused to allow the letters addressed to him by the most eminent scholars of the age to be published, because she found them useful for fuel.

Mr. Watburton's servant used up a collection of old plays many of which were unique specimens of Elizabethan dramatists, for the bottoms of tarts and lighting the fire, for which ignoble purpose the records of the hospital of St. Cross were applied by its ignorant house-keeper; and Bishop Cowper's wife, disgusted with his studious habits, destroyed in a few moments the result of eight years' labor. Sometimes authors have been stoics enough to commit literary suicide. Colardeau, when dying, dragged himself to the fire, and sacrificed his translation of Tasso; Sir Walter Raleigh is said to have destroyed the concluding volumes of his History of the World; James Montgomery burned a novel, the composition of which had lightened the hours of his imprisonment; Moore put Byron's diary in the fire; D'Orsay did the same office for his own, which must have been worth reading; and Colonel Stewart, son of Dugald Stewart, not only destroyed his own manuscripts, which he calculated had cost him thirteen years of his life, but what was of considerably more consequence, burned his farther's incomplete Philosophy of a Man as a Member of a Political Association, his Edinburgh Lectures on Political Economy, and a continuation of his Encyclopædia Britannica Dissertation, unmindful of Milton's aphorism, that "he who destroys a good book kills reason itself."—*Chambers' Journal*.

Leave your grievances as Bonaparte did his letters, unopened for three weeks, and it is astonishing how few of them, at the end of that time, will require answering.

VANITY *vs.* DESPAIR.

Dr. Franklin did not acquiesce in the very general deprecation of vanity. He was accustomed to say that when he saw the many things in the intercourse between men, which grew entirely out of vanity, and without which the world would be worse, he was tempted to think that we should thank God for our vanity as much as for any other gift. Perhaps one phase of this is not distant from the thought of Burke, that vice loses half its harm by losing all its grossness. Be this as it may, the following characteristic story seems to illustrate it in another phase;

A Frenchman resolved to kill himself. In order to make his departure for the other world the more heroic, he wrote the following on his table; "I follow the teaching of a great master; for Molière has said—

"When all is lost and hope no more is nigh,
Life is a shame—our duty is to die."

The knife was already applied when a sudden thought stopped him; "Ah! was it really Molière that said this, now? I must be very sure of that, for otherwise I shall look excessively ridiculous." He at once set about resolving this point, and read through two or three of Molière's comedies, which, restoring his good humor, saved his life.

HEART POWER.

A man's force in the world, other things being equal, is just in the ratio of the force and strength of his heart. A full hearted man is always a powerful man; if he be erroneous, then he is powerful for error; if the thing is in his heart, he is sure to make it notorious, even though it may be a downright falsehood. Let a man be never so ignorant, still if his heart be full of love to a cause, he becomes a powerful man for that object, because he has heart-power, heart force. A man may be deficient in many of the advantages of education, in many of those niceties which are so much looked upon in society; but once give him a good strong heart, that beats hard, and there is no mistake about his power. Let him have a heart that is full up to the brim with an object, and that man will do the object, or else he will die gloriously defeated, and will glory in his defeat.—*Heart is Power.*—*Spurgeon.*

WRITTEN FOR THE JOURNAL.

LOVE OF COUNTRY.

The sentiments of the ancients are often singularly striking, and sometimes apply in modern ages with peculiar force. Take the following passage from Cicero; "But if the love of our country is, as it ought to be, our ruling passion—a passion so strong and so natural, as to induce the wisest of mankind to prefer his Ithaca (which like a little nest, is perched upon a cluster of crags), to immortality itself, with what a passion ought we to be fired for a country that has the pre-eminence over all others, and is the seat of valor, empire, and dignity!

It is the mind, the manners, the government of this country that we ought first to be acquainted with, both because She is our common parent, and because we ought to presume that the plan of government, upon which her constitution was founded, discovers wisdom, equal to that conduct by which her power has been reared.—You may easily perceive how much our ancestors, in sagacity, excelled the rest of the world, if you please to compare their system of laws with those of Lycurgus, Draco, and Solon. I prefer the sagacity of our countrymen to that of all other nations, especially the Greeks." This looks almost as if it had been written in this age and country!

LATINUS.

DECISION.—Hesitation is a sign of weakness, for inasmuch as the comparative good and evil of the different modes of action about which we hesitate are seldom equally balanced, a strong mind should perceive the slightest inclination of the beam with the glance of the eagle, particularly as there are cases where the preponderance will be very minute, even though there should be life in one scale and death in the other. It is recorded of the late Earl of Berkely, that he was suddenly awakened in his carriage by a highwayman, who forcing a pistol through the window and presenting it close to his breast, demanded his money—exclaiming at the same time that he had heard his lordship had boasted he never would be robbed by a single highwayman, but that he should now be taught the contrary. His lordship putting his hand into his pocket, replied neither would I now be robbed if it were not for that fellow who is looking over your shoulder." The highwayman turned his head, when his lordship, who had drawn a pistol from his pocket instead of a purse, shot him dead on the spot.—*Bacon.*

KEEP UP THE SCHOOLS.

It is deeply to be regretted that the present disturbed state of affairs is having such a disastrous effect upon the schools of the country. Several of our most flourishing institutions of learning, both male and female, either have already suspended or are expecting shortly to suspend. It is of the utmost importance that our schools should be maintained, and that our children should be educated. All, or nearly all, of our educated young men—those to whom we are looking in a few years to be our divines, our jurists, our physicians and our legislators—have gone to the wars. Many of them will doubtless be slain in battle, many will die of disease, while others will return with constitutions broken down and ruined, from exposure, and from undergoing toils and privations beyond their strength. Who, then, are to take their places, if the youth of the present day are permitted to grow up in ignorance? If our fields are laid waste and our homes burned down, we can re-build the one and replant the other, and in a short time wipe out every trace left by the enemy; but if our school-houses are shut up, even for a few years, and our common school system broken up, it will take many long and weary years to regain the position which we now occupy. Let not parents be too fearful of parting with their children, for they may rest assured that there is no place in North-Carolina where the citizens would not die to the last man before any injury should come to the children who have committed to their care, and whose parents are far away. Let every parent look well to the education of his children; for should this war continue, the time is not far distant when learning will be much more valuable to a young man than gold and silver—than houses and land. • We would say to our boys who are denied the opportunity of going to school, let your idle moments be few; lay hold of every valuable book that comes within your reach; avail yourself of every opportunity to acquire information. There is not a poor boy in the land now, if he will only apply himself, but has it in his power to make for himself a name, and who may not aspire to the most exalted positions. Let every boy remember that in ten or twenty years from this time, men of learning and wisdom will be in demand. Then let us keep up our schools; let every parent who can, educate his children, and let every boy whose parents have not the means of educating him, be diligent to improve every opportunity of learning. Come, boys, don't spend all your time at the Railway stations, gazing at the soldiers as they pass, but be diligently employed, so as to be able to take the place of those who have gone to fight the battles of the country, if they should fall and never more return.—*Patriot.*

THE GLORY OF PHYSICAL GEOGRAPHY.

Physical geography makes the whole world kin. Of all the departments in the domains of physical science, it is the most Christianizing. Astronomy is grand and sublime; but astronomy overpowers with its infinities, overwhelms with its immensities. Physical geography charms with its wonders, and delights with the benignity of its economy. Astronomy ignores the existence of man;—physical geography confesses that existence, and is based on the Biblical doctrine that the earth was made for man. Upon no other theory can it be studied; upon no other theory can its phenomena be reconciled. The astronomer computes an ephemeris for his comets; predicts their return; tells the masses of the planets, and measures by figures the distance of stars. But whether stars, planets or comets be peopled or not, is, in his arguments, theories and calculations, of no consequence whatever. He regards the light and heat of the sun as emanations—forces to guide the planets in their orbits, and light comets in their flight—nothing more. But the physical geographer, when he warms himself by the coal fire in winter, or studies by the light of the gas burner at night, recognizes in the light and heat which he then enjoys the identical light and heat which came from the sun years ago, and which with provident care and hands benignant have been bottled away in the shape of a mineral, and stored in the bowels of the earth for man's use, thence to be taken at his convenience, and liberated at will for his manifold purposes. The masters of this newly ordained science will teach our sons to regard some of the commonest things as the most important agents in the physical economy of our planet. They are also mighty ministers of the Creator. Take a glass of water and ask the student of physical geography to explain a portion only of its multitudinous offices in helping to make this earth fit for man's habitation. He may recognize in it a drop of the very same which watered the garden of Eden when Adam was there. Escaping thence through the veins of the earth into the rivers, it reached the sea; passing along its channels of circulation, it was conveyed far away by its currents to those springs in the ocean which feed the winds with vapors for rains among the mountains. Taking up the heat in those Southern climes, where otherwise it would become excessive, it bottles it away in its own little vesicles. These are invisible, but rendering the heat latent and innocuous, they pass like sightless couriers of the air through their appointed channels, and arrive in the upper sky. The mountain draws the heat from them; they are

formed into clouds, and condensed into rains, which, coming to the earth, make it "soft with showers," causing the trees of the field to clap their hands, the valleys to shout, and the mountains to sing. Thus the earth is made to yield her increase, and the heart of man is glad.

Nor does the office of this glass of water, in the physical economy end here; it has brought heat from the sea in the Southern hemisphere to be set free for the regulation of our climates; it has ministered to the green plants, and given meat and drink to man and beast. It has now to eater among the rocks for the insects of the sea. Eating away the mountains, it fills up the valleys, and then loaded with lime and salts of various minerals, it goes singing, and dancing, and leaping back to the sea, owning man by the way as a task master; turning mills, driving machinery, transporting merchandize for him, and finally reaching the ocean, it there joins the currents to be conveyed to its appointed place, which it never fails to reach in due time with food in due quantities for the inhabitants of the deep, and with materials of the right kind to be elaborated in the workshops of the sea into pearls, corals and islands, all for man's use. Thus the right-minded student of this science is brought to recognize in the dewdrop the materials of which He who "walketh upon the wings of the wind" maketh his chariot. He also discovers in the raindrop a clue by which the Christian philosopher may be conducted into the very chambers from which the hills are watered. I have been blamed by men of science, both in this country and in England, for quoting the Bible in confirmation of the doctrines of physical geography. The Bible, they say, was not written for scientific purposes, and is therefore of no authority in matters of science. I beg pardon; the Bible *is* authority for everything it teaches.—What would you think of the historian who should refuse to consult the historical records of the Bible, because the Bible was not written for the purpose of history? The Bible is true; and science is true. The agents concerned in the physical economy of our planet are ministers of His who made both it and the Bible. The records which He has chosen to make through the agency of these ministers of His upon the crust of the earth, are as true as the records which by the hands of His prophets and servants He has been pleased to make in the Book of Life.

They are both true; and when men of science with vain and hasty conceit announce the discovery of disagreement between them, rely upon it, the fault is not with the Witness of His records, but with the "worm" who essays to interpret evidence which he does not understand.

When I, a pioneer in one department of this beautiful science, discover the truths of revelation and the truths of science reflecting one upon the other, and each sustaining the other, how can I, as a truth-loving, knowledge-seeking man, fail to point out the beauty, and to rejoice in its discovery? Reticence on such an occasion would be sin, and were I to suppress the emotion with which such discoveries ought to stir the soul, the waves of the sea would lift up their voice, and the very stones of the earth cry out against me.

As a student of physical geography, I regard earth, sea, air and water as parts of a machine, pieces of mechanism not made with hands, but to which, nevertheless, certain offices have been assigned in the terrestrial economy. It is good and profitable to seek to find out these offices, and point them out to our fellows; and when, after patient research, I am led to the discovery of any one of them, I feel with the astronomer of old, as though I had "thought one of God's thoughts," and tremble.

Thus, as we progress with our science, we are permitted now and then to point out here and there in the physical machinery of the earth a design of the Great Architect when he planned it all. Take the little nautili. Where do the fragile creatures go? What directing hand guides them from sea to sea? What breeze fills the violet sails of their frail little craft, and by whose skill is it enabled to brave the sea, and defy the fury of the gale? What mysterious compass directs the flotilla of these delicate and graceful argonauts? Coming down from the Indian Ocean, and arriving off the stormy Cape they separate, the one part steering for the Pacific, the other standing for the Atlantic. Soon the ephemeral life that animates these tiny navigators will be extinct; but the same power which cared for them in life now guides them in death, for though dead, their task in the physical economy of our planet is not yet finished, nor have they ceased to afford instruction in philosophy. The frail shell is now to be drawn to distant seas by the lower currents. Like the leaf carried through the air by the wind, the lifeless remains descend from depth to depth by an insensible fall even to the appointed burial-place on the bottom of the deep; there to be collected into heaps and gathered into beds which at some day are to appear above the surface, a storehouse rich with fertilizing ingredients for man's use.

Some day science will sound the depth to which this dead shell has fallen, and the little creature will perhaps afford solution for a problem a long time unsolved; for it may be the means of revealing the existence of the submarine currents that have carried it off, and

of enabling the physical geographer to trace out the secret paths of the sea.

The Church, ere physical geography had yet attained to the dignity of a science in our schools, and even before man had endowed it with a name, saw and appreciated its dignity, the virtue of its chief agents. In her services she teaches her children in their songs of praise to call upon certain physical agents, principles, in this newly established department of human knowledge: upon the waters above the firmament; upon showers and dew; wind, fire and heat; winter and summer; frost and cold; ice and snow; night and day; light and darkness; lightning and clouds; mountains and hills; green things, trees and plants; whales, and all things that move in the waters; fowls of the air, with beasts and cattle; to bless, praise and magnify the Lord.

To reveal to man the offices of these agents in making the earth his fit dwelling place, is the object of physical geography. Said I not well that of all the sciences physical geography is the most Christianizing in its influences.—*Lieut. Maury.*

WRITTEN FOR THE JOURNAL.

CULTIVATION OF THE MIND.

NUMBER ONE.

Mind is that which distinguishes man from the brute creation; and which gives him superiority and dominion over all the works of creation. Therefore, man should justly appreciate this his superior part, by developing its latent powers, and thereby qualify himself for his glorious mission. High social claims rest upon man, yet, without a cultivated mind, he is incapable of satisfying them; for, though man has a mind, in embryo, given him by his creator, yet, unless he cultivate it and develop its hidden powers, he is still little above the brute. Cultivated mind is that which raises man in the scale of being. This is clearly demonstrated by comparing his state in barbarous and civilized nations. In the one, we behold him little superior to the brute; knowing no enjoyment, except in supplying the wants of the body. In the other, we behold him elevated to his destined position in creation, drinking deep of the highest terrestrial enjoyments.

If the mind is properly trained, the person is possessed of an acute judgment, and sharp discerning powers whereby he is enabled to comprehend, and trace the connection between, things which only

seem as confused masses to the numskull. A cultivated mind is prepared to investigate things and form conclusions for itself. When Sir Isaac Newton was asked how he made so many important discoveries, he replied, "by thinking." Here is the whole secret in these two words. By thinking man has accomplished wonders? The profound principles, and triumphs of science, have been established by this means. While, on the other hand, without thinking, very little has been accomplished. It is true some important discoveries have been made by accident, yet, without cultivated mind to make practical application of them, they would never have benefitted the world.

How important, then, that the mind be cultivated! Instructors of youth cannot overestimate mental training. This is the primary part of an education; therefore the instructor should labor to attain this end, even at the sacrifice of rapid progress. "Teach them to think," should be his motto. Unless the mind is trained to methodical thinking, the student will labor under perplexities throughout his course; and leave school with a diploma in his pocket, but very little useful knowledge in his head. JOSEPHUS.

COST OF WAR COMPARED TO THAT OF EDUCATION.

There is not an appetite that allies man to the brutes, nor a passion for vain display which makes him more contemptible than any part of the irrational creation, which does not cost the country more every year, than such a system of schools as would, according to the evidence I have exhibited, redeem it almost entirely from its follies and its guilt. Consider a single factitious habit of our people, which no one will pretend, adds any degree to the health, or length to the life, or decency to the manners of the nation—I mean the smoking of tobacco. It is said, on good authority, that the *annual* expenditure in the country for the support of this habit is ten millions of dollars; and if we reflect that this sum, averaged upon all the people, would be only half a dollar apiece, the estimate seems by no means extravagant. Yet this is far more than is paid to the teachers of all the public schools in the whole United States.

Were nations to embark in the cause of education for the redemption of mankind, as they have in that of war for their destruction, the darkest chapters in the history of earthly calamities would soon be brought to a close. But where units have been grudged for education, millions have been lavished for war. While, for the one

purpose, mankind have refused to part with the superfluities, for the other, they have not only impoverished themselves, but levied burdensome taxes upon posterity. The vast national debts of Europe originated in war; and, but for that scourge of mankind, they never would have existed. The amount of money now owed by different European nations, is said, on good authority, to be \$6,-387,000,000. Of this inconceivable sum, the share of Great Britain is about \$4,000,000,000, (in round numbers, eight hundred millions of pounds sterling;) of France, \$780,000,000; of Russia and Austria, \$300,000,000 each; of Prussia, \$100,000,000; and the debts of the minor powers increase this sum to six billions three hundred and eighty-seven millions of dollars. The national debt of Great Britain now amounts to more than \$140 for every man, woman and child in the three kingdoms. Allowing six persons to each family, it will average more than eight hundred and fifty dollars to every household—a sum which would be deemed by thousands and tens of thousands of families in that country to be a handsome competence—nay, wealth itself—if it were owing *to* instead of *from* them.

It is estimated that, during the twenty-two years preceding the general peace of 1815, the unimaginable sum of £6,250,000,000 sterling, or thirty billions of dollars, had been expended in war by nations calling themselves *Christian*—an amount of wealth many fold greater than has ever been expended, for the same purpose, by all the nations on the globe whom we call *savage*, since the commencement of the Christian era. The earth itself could not be pawned for so vast a sum as this, were there any pawn-broker's office which would accept such a pledge. Were it to be set up at auction, in the presence of fierce competitors for the purchase, it would not sell for enough to pay its war bills for a single century. The war estimates of the British government, even for the current year of peace, are eighty-five millions of dollars; and the annual interest on the national debt incurred by war, is at least a hundred and twenty millions more;—or more than two hundred millions of dollars, for a common, and, on the whole, a very favorable year. Well might Christ, in the Beatitudes, pronounce his emphatic benediction upon the “peace-makers.”

We have emulated, in this country, the same gigantic scale of expenditure for the same purpose. Since the organization of the federal government, 1789, the expense of our military and naval establishments and equipments, in round numbers, is seven hundred millions of dollars. Two of our ships of the line have cost more than two millions of dollars. The value of the arms accumulated,

at one time, at the arsenal in Springfield, in this State, was two millions of dollars. The Military Academy at West Point has cost more than four millions of dollars. In our town meetings, and in our school district meetings, wealthy and substantial men oppose the grant of \$15 for a school library, and of \$30 for both library and apparatus; while, at West Point, they spend fifty dollars in a single lesson at target-firing, and the government keeps a hundred horses, and grooms and blacksmiths to take care of them, as an indispensable part of the *apparatus* of the academy. The pupils at our Normal Schools, who are preparing to become teachers, must maintain themselves; the cadets of the academy receive \$28 a month, during the entire term, as a compensation for being educated at the public expense. Adding bounties and pensions to wages and rations, I suppose the cost of a common foot soldier in the army cannot be less than \$250 a year. The average cost of female teachers for the public schools of Massachusetts last year, was only \$13.60 a month, inclusive of board; or, at a rate which would give \$163.20 for the year; but the average length of the schools was but eight months, so that the cost of two common soldiers is nearly that of *five* female teachers. The annual salary of a colonel of dragoons in the United States army is \$2,206; of a brigadier-general, \$2,958; of a major-general, \$4,512; that of a captain of a ship of the line, when in service, \$4,500; and even when off duty, it is \$2,500!! There are but seven towns in Massachusetts where any teacher of a public school receives so high a salary as \$1,000; and in four of these towns one teacher only receives this sum.

Had my purpose been simply to show the pecuniary ability of the people at large to give the most generous compensation to such a company of accomplished, high-minded, noble teachers as would lift the race, at once, out of the pit of vice and ignorance and superstition, as safely and as tenderly as a mother bears her infant in her arms;—had my purpose been merely to show this pecuniary ability, then I have already said too much. But my design was, not merely to carry conviction to the minds of those who would contest this fact, but to make the denial of it ridiculous.—H. MANN'S *Eleventh Annual Report as Secretary of Mass. Board of Education*.

EDUCATION.—Education is an art or science which, despite the great improvements that have been made in it in modern times, is yet but in its infancy. The experience of almost every day teaches us how much the success of any one system of education depends upon the character and resolution of the instructor. A Doctor

Arnold can work wonders with means that prove utterly inadequate with weaker spirits. We agree with Professor Pillans, that, in almost every case "where young people are taught as they ought to be, they are quite as happy in school as at play; seldom less delighted, nay, often more, with the well directed exercises of their mental energies, than with that of their muscular powers." It is, however, so very seldom that young people are as happy in school as at play, that we are forced to believe that they are equally seldom taught as they ought to be. We hail, however, as a change not less admirable than noticeable, the desire, which is now so general among teachers, to make the acquirement of knowledge itself an object of pleasure, and to conform their plans and modes of teaching, to juvenile opinion, when reasonable.—*London Critic*.

WRITTEN FOR THE JOURNAL.

DEMAND FOR SOUTHERN LITERATURE.

While there is much written about Southern independence, and patronizing home institutions, it seems to me not inappropriate to notice, in a concise manner, the obvious want in Southern literature, and the necessity of fostering and encouraging any enterprise that will tend to the improvement of it. It may be very pertinently asked, why it is that the South does not establish her own literature, prepare and publish her own school books? Doubtless, it is not because we have no men eminently qualified and fitted for the important task. Yet it is unquestionably true, that we are, in a great measure, dependent on the North for our school books, and most of our literary papers, magazines, &c. No one will deny that it is a fact that we are supporting and enriching northern publishing houses, northern editors and authors, who are unrelenting in their opposition to our institutions; and omit no opportunity to degrade and injure us, when their pecuniary interests are not hazarded. If it were necessary to prove or show this, I would call attention to the advertising columns of our newspapers; and here it will be seen that a disgracefully small number of school books and literary works are originated and published in the South. Look at the advertisements in the Journal, for instance, and it will be seen that all of the school books, except Butler's and Barton's Grammars, are produced in the North.

That there is a deplorable scantiness of original Southern school books sent out from the publishing houses, is undeniably true. This

is truly a sad fact to those of us who desire to see Southern independence permanently established. Again, I ask why it is that we are thus lacking. No one, in accounting for it, will so egregiously err as to say that it is owing to a want of talent and learning; for certainly we have as profound scholars as the North, if not so many. Some of the most erudite and accomplished scholars of whom America can boast, are of Southern birth and education, and the fact that Southern men are equal to, if not superior in point of talent, to men of the North, is clearly demonstrated in the halls of Congress.

And yet while we possess all the facilities for building up and establishing a Southern literature, we have to send our money north to obtain such books as we need; and this too, when the need for such books and works might be easily supplied, were the Southern men to bring their energy, literary attainments and means into requisition. At this point it may not be unfit to say that I am fully persuaded, that the main reason there are no more zeal and vigor manifested by Southern men, is that the efforts of others have been unsuccessful and poorly encouraged.

A strange notion seems to have prevailed that we must get all that we need from the North; and consequently works of a deserving character have not received the support to which they are justly entitled.

Owing to this state of affairs, many fully competent for this important task, have declined to engage their learning and ability in this direction. Entertaining these views, one is forced to the conclusion, we are all, to some extent, to blame; our scholars and men of letters for not originating and publishing, and we, the people generally, for not patronizing and sustaining them.

Let it not be said of the South any longer, that she is dependent on the North for literary works, but let the right step be taken, and very soon we may boast of our independence in this respect as well as others. Let us stop the sending of millions of dollars worth school books South annually, and patronize our own men and foster and advance our own enterprises. These lines have been hurriedly written by one not accustomed to writing for the press. If you think their merit will justify their publication, you can do so, if not well and good.

A YOUNG TEACHER, OF GRANVILLE.

It is said that the pearl fishery, on the coast of the Persian Gulf, furnishes employment to 30,000 people in above 3,000 boats, over 300 miles of coast.

“A THING OF BEAUTY IS A JOY FOREVER.”

We are, soul and body, full of wants; and they clamor and appeal to us for gratification. Most of us have within ourselves the answers to these calls if we will only cultivate and develop them.—Bodily wants are easily supplied; but when we have eaten and drunk, and slept our fill, there is still an inner cry of the mind. It has hunger and thirst, and is not easily satisfied. Action is life to it; unceasing, unresting search and inquiry give it growth and strength, and the embryo expands and develops into something grand and wonderful; and every little twig and tendril of new growth which it puts forth increases also its power to give.

What it acquires it is ever ready to bestow again refined and purified, with additions new and beautiful. It is strange what little things, what almost unnoticeable influences become great and powerful when rightly understood and applied to this process of development. To children, ever alive to sensations, pleasant or otherwise, beautiful scenes which appeal to the eye, or sounds which fall upon the ear in melody arouse within them longings, desires and tastes which if gratified and cultivated tend to refine and spiritualize them. A childhood among fields and woods is therefore an invaluable foundation for real culture of the mind. Children who pass their days in dusty cities lose all those sweet influences which the little rustic experiences from the tender blue of early violets, the gush of streams along fragrant meadows, and the rapturous warble of birds. Mrs. Child tells a little anecdote which shows what a sad want this lack of natural beauties may create in a child's soul. She was walking along a hot and dusty street one day in summer, a street rattling with carts and wagons, and trampled in suffocating dust by tired horses, when she noticed a little flaxen-haired girl, ragged and dirty, sun-burned and scratched, wandering along before her. The little one was crying with heat and weariness, and was evidently lost. Presently she stopped where, near a wall, a narrow space of dusty grass had been spared from remorseless hoofs and wheels, and suddenly sat down with her face toward the kind lady who was following slowly after her. A broad smile had spread itself over her face, down which the tears had ploughed irregular little furrows in the dirt, and she held in her hand a single blossom of white clover! It was a token from a fairer world to her; a glimpse of Arcadia. This one little dusty flower in her hand, and she forgot her grief and weariness, and for a moment was happy in a visionary clover-field. A love of beauty exists in the soul of every child. It is so easy to

foster and increase it, and yet how much it is neglected. Home, be it ever so humble may be made lovely by climbing vines, and bright patches of flowers, and their cultivation is a source of more real pleasure to children than any game of play. An early love of beauty in common things, develops into appreciation of higher forms of grace and loveliness. The child begins with a love of flowers and birds and simple natural objects, and as he progresses all the wondrous beauties of Art become an open page to him, which he reads with ever growing delight. This love of the beautiful brightens many a pathway, otherwise utterly forlorn and sad. The poor seamstress cherishes the little rose in her window with a tenderness as if it were human. It is the one remembrance left her of wide fields where she was once free to roam, and over it she dreams many a sweet dream of the past. A love of beauty seems to be natural to the human race, and is a source of pleasure even in its most undeveloped stage; and is capable of so perfect a culture as to make one of our highest mental enjoyments.

The African shows it in his love of gaudy hues and flaunting drapery. In the East it is developed in a voluptuous blending of colors and shapes, in sparkle of jewel and flash of gem. In Italy we see it in its purity in the chaste marble and the delicately expressive painting; a combination we find in that fair, sunny clime of both physical and intellectual beauty. In our own land it is beginning to receive the attention it merits. It will eventually take the place of much that is gross and enervating; and with the aid of earnest hearts and hands may elevate us morally, strengthen us intellectually, and throw around our age and country a halo, the brightness of which shall never be dimmed.

“Scatter ye seeds in the field of mind,
Seeds of Flowers, with seeds of grain;
In the Spring and Summer sweet garlands ye'll find,
And in Autumn reap rich fruits for your pain.”

Exchange.

A DELICATE HINT.

In England, it is the rule for ladies to attend the assizes, in Ireland, it is the exception. At any place the practice is absurd and indelicate. The fair sex who visit the Court of Law, listening for hours to evidence and speeches which they could take no interest in, even if they understood them, evidently go to exhibit their charms and their wardrobe! An aggravated murder case pleases them—as a tragedy would. But their peculiar delight is to listen

to an action for breach of promise of marriage. In cases of seduction and *crim. con.*, the crier of the court gives a preliminary warning—"Ladies and boys will leave the court." I recollect one of these cases, in which the bulk of the petticoated spectators did not vacate their seats—their prurient curiosity was predominant. In stating the facts, the prosecuting counsel, seeing ladies in court, and not wishing to wound their sense of delicacy, hesitated for words in which to wrap up the necessary grossness of the details. "Brother," said the judge, "as all the modest women have left the court, you may call things by their proper names." Then followed a great fluttering of bonnet-plumes, and in five minutes after the reproof, the fair sex had left the court.—*Sketches of the Irish Bar, by Skiel.*

INTO THE SUNSHINE.

"I wish father would come home."

The voice that said this had a troubled tone, and the face that looked up was sad.

"Your father will be very angry," said an aunt, who was sitting in the room, with a book in her hand. The boy raised himself from the sofa, where he had been lying in tears for half an hour, and with a touch of indignation in his voice, answered,

"He'll be sorry, not angry. He never gets angry."

For a few moments the aunt looked at the boy half curiously, and let her eyes fall again upon the book that was in her hand. The boy laid himself down upon the sofa again, and hid his face from sight.

"That's father, now!" He started up after the lapse of nearly ten minutes, as the sound of a bell reached his ears, and went to the room door. He stood there for a little while, and then came slowly back, saying, with a disappointed air,

"It isn't father. I wonder what keeps him so late. Oh, I wish he would come!"

"You seem anxious to get deeper into trouble," remarked the aunt, who was neither very amiable nor very sympathizing towards children. The boy's fault had provoked her, and she considered him a fit subject for punishment.

"I believe, aunt Phebe, that you would like to see me whipped," said the boy, a little warmly, "but you won't."

"I must confess," replied aunt Phebe, "that I think a little wholesome discipline, of the kind you speak of, would not be out of

place. If you were my child, I am very sure you wouldn't escape."

"I'm not your child; I don't want to be. Father is good, and loves me."

"If your father is so good, and loves you so well, you must be a very ungrateful or a very inconsiderate boy. His goodness don't seem to have helped you much."

"Hush, will you?" ejaculated the boy, excited to anger by this unkindness of speech.

"Phebe!" It was the boy's mother who spoke now, for the first time. In an under tone, she added, "You are wrong. Richard is suffering quite enough, and you are doing him harm rather than good."

Again the bell rang, and again the boy left the sofa, and went to the sitting-room door.

"It's father!" and he went gliding down stairs.

"Ah, Richard," was the kindly greeting as Mr. Gordon took the hand of his boy. "But what's the matter, my son? You don't look happy."

"Won't you come in here?" And Richard drew his father into the library. Mr. Gordon sat down still holding Richard's hand.

"You are in trouble, my son. What has happened?"

The eyes of Richard filled with tears as he looked into his father's face. He tried to answer, but his lips quivered. Then he turned away, and opening the door of a cabinet, brought out the broken statuette, which had been sent home, only the day before, and set them on a table before his father, over whose countenance came instantly a shadow of regret.

"Who did this, my son?" was asked in an even voice.

"I did it."

"How?"

"I threw my ball in there, once—only once, in forgetfulness."

The poor boy's tones were husky and tremulous.

A little while Mr. Gordon sat, controlling himself and collecting his disturbed thoughts. Then he said cheerfully—

"What is done, Richard, can't be helped. Put the broken pieces away. You have had trouble enough about it, I can see—and reproof enough for your thoughtlessness—so I shall not add a word to increase your pain."

"Oh, father!" And the boy threw his arms about his father's neck. "You are so kind and so good."

Five minutes later, and Richard entered the sitting-room with his father. Aunt Phebe looked up, for two shadowed faces, but she did not find them. She was puzzled.

"That was very unfortunate," she said a little while after Mr. Gordon came in. "It was such an exquisite work of art. It is hopelessly ruined."

Richard was leaning against his father when his aunt said this. Mr. Gordon only smiled, and drew his arms closely around his boy. Mrs. Gordon threw upon her sister a look of warning, but it was unheeded.

"I think Richard was a very naughty boy."

"We have settled all that, Phebe," was the mild but firm answer of Mr. Gordon; "and it is one of our rules to get into the sunshine as quickly as possible."

Phebe was rebuked, while Richard looked grateful, and it may be, a little triumphant; for his aunt had borne down upon him rather too hard for a boy's patience to endure.

Into the sunshine as quickly as possible! Oh, is not this the better philosophy for our homes? Is it not true Christian philosophy? It is selfishness that grows angry and rebels, because a fault has been committed. Let us get the offender into the sunshine as quickly as possible, so that true thought and right feeling may grow vigorous in its warmth. We retain anger, not that anger may act as a wholesome discipline, but because we are unwilling to forgive. Ah, if we were always right with ourselves, we would oftener be right with our children.—*Southern Teacher*.

THE EDUCATION MOST NEEDED.

The idea too commonly prevails that a mere knowledge of books is the beginning and end of education. The sons and daughters, especially of the rich, grow up with this notion, in idleness as it were with little idea of the responsibilities that await them. Their natures revolt at the mention of "labor," not dreaming that the parents before them obtained the wealth they are so proud of by industry and economy. How many young men, college-bred though they may be, are prepared to manage the estates which their fathers possess, and which it may have required a life-time to acquire? How many young women though they have acquired all the knowledge and grace of the best schools know how to do what their mothers have done before them, and which the daughters may be compelled to do at some period of their lives!

The children of the poor have to labor or starve, and as far as that goes they are educated. The education that scoffs at labor and encourages idleness, is the worst enemy for a girl, man or woman. Instead of ennobling, it degrades; it opens up the road to ruin. The education which directs us to do what we are fitted to do—that respects labor—that inculcates industry, honesty and fair dealing, and that strips us of selfishness, is the education we need, and which must become the prevailing system of the country before we can be as a people either happy or prosperous.

Resident Editor's Department.

THE MAY NUMBER.—The Act of the Legislature authorizing the General Superintendent to subscribe for a copy of the Journal for each school district, &c., requires us to publish, in one of the numbers sent to all the districts, a digest of all the School Laws now in force. The Superintendent selected the May number for this purpose; and as circumstances prevented him from getting the Digest prepared in time, we have issued the June No. first, but will send out the other as soon as we can.

It will contain little, or nothing, except the School Laws; and, as it will be especially valuable to all who are in any way connected with the common school system, it should be carefully preserved; and all concerned should make themselves thoroughly acquainted with the laws that they are required to obey.

STATE EDUCATIONAL ASSOCIATION.—While it may not be practicable, on account of the disturbed state of the country, to have a full meeting of the Association, this year, or to attend to the usual variety of subjects and items of business, yet there are some things that claim special attention, and we think there ought to be a meeting, if possible.

The Executive Committee will probably call a meeting, to be held some time in July, and should such a call be made, we hope that all who can will attend.

The Association has not yet been organized under the Charter granted by the Legislature; and as the charter is a liberal one, we ought to give our officers authority to act under its provisions.

The very circumstances that will prevent us from attending to much of the business now in the hands of committees, to be prepared for the next meeting, will suggest other matters that require immediate attention.

SCHOOL BOOKS.—While we fear that many of our schools will be temporarily closed, yet we feel confident that parents will not suffer their children to be deprived of the benefits of education, and the wholesome restraints of the school room, where it can possibly be prevented.

Many of our seminaries and nearly all of our common schools will be in operation. But when these schools open their Fall sessions, it will be extremely difficult to supply the demand for school books. We have hitherto looked, almost exclusively, to the North for our supply of books. We are now thrown upon our own resources, and must write and print books for ourselves.

Some of our teachers, feeling this necessity, are already at work, and we expect to see *North Carolina* books ready for our children to use, during the present year.

There is a series of Readers partly prepared; a portion of which will probably be in the hands of the printers in a few weeks. Books on other subjects

are also commenced, and if our Publishers will show themselves to be men of energy and enterprise, we will soon have an ample supply.

We would be pleased to hear from all of our teachers who have commenced the preparation of text-books, that we may know what subjects are receiving attention and direct the attention of others to those that have been neglected.

We would call the attention of teachers to a series of Eng. Grammars and a work on Eng. Composition, by Prof. W. S. Barton, of Montgomery, Ala. We have given favorable notices of these Works, but as they are published in a Southern city, we again suggest that our teachers should give them a personal examination. Those who wish information in regard to a supply of them for use in their schools, may address Prof. Barton, who can most probably supply all demands.

We will be glad to receive information in regard to text-books now published in the South. We have a great many excellent works, by southern authors, but unfortunately they are almost all from northern publishing houses. Can't Southern Publishers send us specimens of good books, such as we can recommend to our schools?

PAPER.—We have, in our State, a number of Paper Mills; but we believe they have not been in the habit of making the finer qualities of paper, especially *writing paper*. Can they not make as good paper as is made anywhere? We understand that one mill, at least, is making writing paper, but as we have not yet seen any of it, we can not speak of its quality.

The Journal has always been printed on North Carolina paper, made at the Forestville and Neuse River Factories. These factories make excellent paper, and judging from the quality of their printing paper, we see no reason why they may not supply us with all kinds. Housekeepers, save all the linen and cotton rags, that are so often thrown away, that they may have an ample supply of material for making paper.

SOUTHERN TEACHER.—This valuable educational monthly, published at Montgomery, Ala., has recently made its appearance in a new dress, and is much improved both in mechanical execution and variety of matter. The teachers of the South should certainly sustain the Southern Teacher.

UNIVERSITY MAGAZINE.—We regret that circumstances have rendered it necessary to suspend the publication of this excellent literary Periodical. We hope, however, that it will again make its appearance, when peace is restored to our country, and our young men are permitted to return, clothed with the laurels of victory, to the quiet shades of Chapel Hill.

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FOR THE JOURNAL.

ADDRESS TO THE PEOPLE OF NORTH CAROLINA.

At a conference of teachers and other friends of education, held in Raleigh on the 9th and 10th of this month, and representing a large number and all classes of the schools of our State, the following resolutions, offered by the Principal of Floral College, were unanimously adopted:

Resolved, That in the opinion of this Assembly representing a large number of the colleges and seminaries, male and female, of North-Carolina, the contest now going on for Southern Independence, should commend itself to the hearts and consciences of all the people of the Confederate States.

Resolved, That as this is a struggle for national existence and independence, it is to be maintained and carried on, under Providence, to a successful issue, not only by legislative acts and by force of arms in the field, but, also, in the school room, at the fireside, and by all those moral agencies which preserve society, and which prepare a people to be a free and self-governing nationality; and that, considering our former dependence for books, for teachers and for manufactures on those who now seek our subjugation, it is especially incumbent on us to encourage and foster a spirit of home enterprise and self-reliance.

Resolved, That the recent unexampled progress of our beloved State towards a leading position among her Southern sisters, is, under God, mainly due to her great and noble educational system.

Resolved, That in this time of peril and trial it is of the first importance that this system, constituting the greatness of the present, and the hope of the future, should be maintained with energy for the sake both of its beneficent results to us and to our posterity, and as an illustration to the world of the civilization of the people of the Confederate States, and of their right and ability to assert and maintain their freedom and independence.

Resolved, That we recognize in the Common Schools of North-Carolina the broad, sure, and permanent foundation of her whole educational system, and that we would respectfully and earnestly

commend to the authorities and people of the State the primary necessity, and the vital importance of preventing even a temporary suspension of this nursery of popular intelligence and patriotism, and of State independence.

Resolved, That a committee of twelve of whom Rev. C. H. Wiley, Superintendent of Common Schools, shall be chairman, be appointed to prepare an address to the people of North-Carolina on the subjects embodied in these resolutions.

These resolutions embody, in a brief form, sentiments earnestly uttered by the members of the Conference, and by a large number of teachers who were unable to attend, but who, by letters, cordially commended the purposes of the meeting.

It was felt to be a duty to endeavor to impress on the mind of the public these views of those who have been laboring for the moral advancement of the State; and in obedience to this imperious call we were appointed a committee to address you on the subject.

We confess that we, and those whom we represent, having an official connection with our schools, resolved on this course at the expense of considerable delicacy of feeling; but, in the Providence of God, we are placed as watchers over an interest of vital importance to the welfare of our beloved country, and the plain and paramount obligations springing out of this relation over-ride all other considerations.

The crisis which is now upon us is the most solemn and the most important which can happen in the political history of a people.

The contest in which the Confederate States of America are engaged is not a war growing out of questions of commerce or political complications—it is a struggle for national existence and independence, and involving in the issue all that can affect the life of a civilized people.

It requires, therefore, for its successful prosecution, the enlistment of the mind and heart of all ages, of both sexes, of every class of the people—and the continual aid, in their proper places, of all those energies and appliances, moral and physical, which, under God, constitute and preserve the vitality and power of a nation.

We rejoice to believe that the valor and patriotism of our citizens, and that enthusiasm which springs from a firm conviction of the justice of their cause will render them invincible in the open field but when we remember our former position with respect to our adversaries, and the purposes and feelings which now actuate them, we have reason to fear that the result of battles, unless overwhelmingly disastrous to them, will not for some time to come, drive them from their deliberate and most selfish aims.

These two hostile nations were formerly one political community, living under a common Constitution, which, in words, guaranteed equal rights to all; and the people of the slaveholding States being mostly engaged in agricultural pursuits, and looking upon their whole country as one in interest, and reposing confidence in the good faith and loyalty of each member to the Federal Compact, were not afraid to rely on the Northern section for many of those things which, by a little temporary sacrifice, they could furnish among themselves.

They felt a pride in the prosperity of every portion of their country, and justly believing that all honest interests are identified with each other, they had no desire to force their pursuits and customs on others, and were willing to encourage in other States useful arts and vocations not common to themselves.

The result was that the South became almost wholly a producing people, and the business of exchanging and manufacturing was left to the North.

From this it naturally followed that the commercial centres were in the Northern section, and there were printed the newspapers in most extensive circulations, and there our books were generally manufactured.

Still fearing no evil, and feeling no inferiority, we were inclined to patronize the schools and the teachers of the Northern States—and in time we began to look to the people of these States for supplies of everything except the raw produce of the soil.

From this state of things, those who now seek our subjugation by force of arms were led to believe that we were an inferior race; and as they furnished to us teachers, books, and all the productions of art, they became more and more arrogant and exacting, and at last assumed to themselves the exclusive right to determine the political relations of the whole country, at the same time giving us distinctly to understand that they would do it in a way utterly subversive of our dearest rights and interests.

We had been almost wholly dependent on the North for many of our supplies, but conscious of our political and intellectual equality, we felt no disgrace until it was solemnly asserted that what we regarded as the natural interests of trade, involved and ought to involve our moral degradation; and the consequence is an unalterable resolution on the part of nearly all the slave-holding states to organize themselves into a new and separate nationality.

This step, successfully maintained, entails upon the United States not merely the loss of a large portion of its territory and of its peo-

ple ; but it implies that those who constitute the new nationality must, if they become a free people and a separate and independent power, assume to themselves functions which will despoil their present enemies of important sources of wealth and of an apparently intellectual pre-eminence.

It is this consideration which will nerve our proud and exasperated assailants to great sacrifices for the present, with the hope of ultimate remuneration, if they can prevent our emancipation from dependence on them ; and it is easy to understand from this brief view of the issues involved in our present struggle that what our enemies most dread is not a reverse of arms which, they vainly suppose, will be temporary in its influence.

They justly regard this as a struggle on our part not for a merely nominal existence as a political organism, or for the supremacy of arms ; but they know that the real principle at stake is that of moral, social, intellectual and industrial equality, and they conceive that its maintenance will be to them an irretrievable disaster.

It is, therefore, perfectly obvious that they would hail the demoralization of society here as a surer omen of their ultimate success than a hundred victories on the battle field over the arms of a still united, determined and self-relying people ; and this consideration alone would admonish us of the necessity of nourishing the sources of our domestic life, and of preserving in its integrity the whole frame work of our social and moral organization.

Besides, our recognition as an independent nationality by the great Powers of Europe, would hasten the termination of this conflict ; and while the necessity for our agricultural staples must have a decided influence in securing a favorable consideration of our cause abroad, a false impression as to our moral condition will operate, in the same sections, adversely to our interests.

We all know the fact that the whole civilized world entertains erroneous opinions in regard to the state of society in the slaveholding states of America ; and we may expect that the agents and emissaries of our adversary will not be slow to avail themselves of their opportunities to increase and confirm these prejudices.

By means of their newspapers, books and commerce, their thoughts circulate through the nations, while the Southern mind and heart are, to a great extent, cut off from the opportunity of giving themselves utterance abroad ; and we must, therefore, expect that the erroneous and injurious opinions formed of us while we were a part of the United States will be rectified only by the actual and close inspection of those who need the productions of our soil.

The nations to whom these productions are a paramount necessity, are now compelled to examine for themselves the foundations of our national strength—for if they are satisfied that we cannot be speedily reduced to subjection to the United States, they will be forced, by the exigencies of their position to open commercial intercourse with us as an independent power.

Their eyes are, therefore, intently fixed on all our movements; and it cannot be doubted that they will judge of our self-sustaining ability by that moral courage which triumphs over present difficulties by grasping with a tenacious hold the hopes of the future.

They are doing now what we have long asked the civilized world to do: they are examining for themselves the state of our civilization, and endeavoring thus to form a just conclusion as to what is to be our future destiny.

Their present interests demand that they should pursue such a course; and we may, therefore, be assured that every movement here which indicates confidence, or the want of confidence in our own resources, or which is calculated to derange the machinery of society or to add to its strength, harmony, and compactness, is fraught with the most tremendous consequences to us and to our posterity.

The institutions of no people have ever been more misrepresented; and no people ever had a more glorious opportunity of acting out their true character before the fixed and interested gaze of all mankind.

In view of these facts we would appeal to the people of this great State by every consideration which can address itself to their christian sentiment, to their patriotism and to their manhood, to rise to the dignity of the trying but grand emergency in which they are placed; and under the blessing of Divine Providence, to act with that foresight, firmness and heroism which will dissipate forever the slanderous impressions as to the moral character of slaveholding society, and which will render illustrious for all time the history of the present, and fix on solid and enduring foundations the security, prosperity and happiness of the future.

We would remind them that in every hard and protracted struggle it is moral courage that always conquers; and that the victories won on the battlefield by the endurance and valor of our heroic troops, will be comparatively barren if we suffer society to become disorganized, our institutions of beneficence to languish and perish, and the light of religion and virtue which now irradiates our homes and sanctifies our hearths, to be extinguished.

And in this connection we would call attention to the example of

our fathers in a time which tried the souls of men, and call upon the men of this generation to come up to this standard of the patriots and heroes of '76.

The Constitution of the State of North-Carolina was formed at Halifax, in the year 1776, and soon after the Declaration of Independence had been adopted by the Continental Congress.

The people of the Colonies which united in that Declaration, were fewer in numbers, and poorer in resources, than the people of the Confederate States of America; they had just entered upon a contest for independent national existence with the bravest and most powerful nation on earth, the armies of this power were on their soil, and their armed and treacherous adherents were scattered through every community.

Our own colony, then assuming the dignity of a free and independent State, was without commerce, manufactures, money or credit; its population was comparatively small, and scattered, much of its territory unsettled, and the difficulties of inter-communication great and forbidding.

The statesmen who, just as the thickest gloom of this crisis had settled on the country, met at Halifax to lay the foundations of a great commonwealth, adopted as part of its fundamental law, the following clause: "*That a school or schools shall be established by the Legislature, for the convenient instruction of youth; with such salaries to the masters, paid by the public, as may enable them to instruct at low prices; and all useful learning shall be duly encouraged by one or more Universities.*"—*Constitution of North-Carolina, Section 41.*

This illustrious action, the first movement of the kind on the continent, was worthy of the men who were, also, first to utter their voice in favor of independence; and now, while we are surrounded with the glorious fruits of religion, knowledge and freedom, powerful in numbers and in the strength and compactness of society, great in resources yet undeveloped, but now within our reach, rich in works of internal improvement, in agricultural staples, and in pecuniary means, blessed with a vast, prosperous and growing system of moral and educational agencies, united among ourselves, and confederate with a people more numerous than they who carried on the war of the first revolution, producing nearly all of the staple most important to the manufactures of the world, abounding in every other national resource, and as brave and enthusiastic as any the sun ever shone upon, shall we be frightened from our propriety by the pompous threats of our inferior and mercenary foe, and be driven to those

acts of desperation which will but feed his vanity, or stimulate his malignant hopes?

Shall we, for one moment, give countenance to the charges slanderously preferred against the slaveholding States of America, of being inferior in moral and intellectual resources, and necessarily dependent on other communities for teachers, for schools, for literature, for thought, for mental and religious light? Shall we permit the fear of those who insolently assume to be our masters, and whom we would not have for our fellow-citizens, to paralyze all the moral and intellectual agencies of this great and heroic people, and shut them up in the gloom and desolation of utter darkness? Shall we allow it to be said that the blockade of our ports was but a type of the stagnation in the inner life of the Southern mind and heart as soon as it was cut off from the moral resources of other nations? Shall we so act in this time suited to test our inherent strength and vitality as to permit our enemy, grown so arrogant from our former apparent dependence, to charge that our institutions were sickly for want of depth of soil, and as soon as the sun of trial was up, they were scorched and withered away?

Shall we, at the beginning of our new history, undo the very acts which have constituted the most honorable boast of the past?

Shall we permit the impartial judgment of future ages to make unfavorable comparisons between the men of the first and of the second revolution?

If, fellow-citizens, we speak plainly in this matter, it is because we are profoundly impressed with the importance of the subject, are sensitively jealous for the honor of our country and of our generation, and are firmly convinced that if we will be but true to ourselves, the trials through which we are passing will prove a beneficent Providence for the development of energies and resources which will render the Southern Confederacy one of the most happy, prosperous and powerful nationalities of the earth.

Let us be as courageous in the cabinet as in the field, committing ourselves and our cause to God, let us cherish the same confidence in our moral that we manifest in our physical power, and independence, in every sense, is within our reach. There can be no lasting danger from an external and foreign power, when the sources of life within the body politic are in a healthy condition: a blow from without, however serious, can only *wound*, while disease in the heart is inevitable *death*.

But there are other, and, as we conceive, paramount considerations, which should induce us to keep up our educational system,

and to exert every other agency calculated to preserve society, and to develop our moral and intellectual resources; and to some of these we would respectfully and earnestly call your attention.

In the present condition of things in this world, wars are often necessary and justifiable; and such is the contest in which the people of the Confederate States are now engaged.

Nevertheless, every war is attended with temporary evils—and it remains with those who conduct it to diminish or neutralize them by means and appliances which God puts within their reach. No such struggle could be just if it entailed evils which could not be prevented, and which, in a moral sense, would overbalance the benefits; but we are not of those who believe that a war for the defence of our homes, and for such institutions, religious and political, as those with which we are blessed, is in itself of such a character. Its hazards to the moral condition of things are undoubtedly great; but for this very reason it ought to prove an advantage to society, by giving vigorous and healthful exercise to all the moral faculties of the community. If we are equal to this occasion, we will feel that there are now devolved upon us the greatest responsibilities which a christian people are ever called upon to discharge; and if we be endowed with the sentiments which ought to animate us, we will carry on this war in the pulpit, in the school-room, at the fire-side, and at every other point where we are assailed by the great enemy of human progress.

The minister, the parent, the teacher, and every other laborer in the moral vineyard, will find this foe encroaching upon the very grounds where he has been stationed for defence; and in the minds and hearts of our younger children there is a citadel, whose possession, by good or bad principles, is to be decisive of our future fate. Upon this strong-hold the enemy will bring to bear all the subtle devises of his infernal genius—and while our eyes are wholly fixed on a distant field, an encampment of evil principles may be fixed and fortified in the very heart of our hopes. It cannot be expected that the understandings of the very young will grasp the great principles at stake in our controversy with the North; and while they are in the midst of the more entertaining excitements of war, and out of view of its sterner realities, there is great danger that their minds will become dissipated, and that they will acquire habits which it will be difficult to eradicate, and which may unfit them for those great and solemn trusts which will soon be devolved upon them.

We say, without hesitation, that all the young men who can serve their country in the field, and who are there needed, should be en-

couraged to take up arms in defence of our common rights; but after these have all left our schools, there will still remain a vast number who are old enough to learn, and who will be learning something, whether we take pains to instruct them in right ways or not.

We know that it is natural for the parent, whose heart is absorbed with the issues at stake in our great contest for freedom and independence, to imagine that the restlessness of his children originates in feelings and thoughts kindred to his own; but we would kindly and respectfully submit, whether the natural indisposition of the very young to judicious restraints does not instinctively avail itself of the confusion of the times, and whether the excitement of this class, fed by sights and sounds, only exhilarating to them, can be long encouraged without serious injury to their future welfare, and to the success and safety of the country of whose rights and liberties we are, under God, to be the guardians?

It would be lamentable to think that the glorious fruits won by the valor, patriotism, and christian manhood, by the toil, endurance, and sacrifices of this generation, should be lost by being committed to the hands of those who would have no conception of the dignity and solemnity of their trusts; and permit us to ask, in all candor, if idleness and animal excitement, reigning unchecked among the the very young, may not tend to such a result?

It is no sacrifice to children to release them from moral restraints and from study; and thus, if they are to be free from proper educational influences, this day of trial and discipline to the parent will be a day of jubilee and levity to his off-spring; and while the crisis will be developing the moral manhood of the former, and fitting him for his task of achieving, it will be debilitating and dwarfing the mind and energies of the other, and rendering him incapable of the equally important task of preserving freedom.

Another consideration which we would, with deference, submit to the people of North Carolina, is the promising condition of their educational system, and the very intimate relations which it sustains towards the material progress of the State.

Many of the States of the Southern Confederacy produce some leading agricultural staple in such quantities as to insure to them wealth and power; but the greatness in North Carolina consists in her diversified interests, and in the energy and skill necessary to render them available. For the want of such energy and skill, those interests were, for a long time, neglected, and our State was held back and enfeebled by the constant stream of emigration; but

since our educational influences have reached the minds and hearts of the masses, and our school literature has been tinctured with sentiments honorable to North Carolina, the whole state of things has been completely changed, and we have advanced with more rapidity than any community on the continent. Behold, to-day, the glorious generation of young men who have, with one heart and with many thousands of strong arms, sprung into instant heroes at the call of their country, and who, with the chivalry of the world for generous rivals have, in the very outset of this contest, emblazoned the name of North Carolina high and illustrious above those of all her distinguished compeers.

How is the world, unfamiliar with what has been going on in the heart of society here, astonished at the spectacle which we now present!

Let us not forget the sources of this now healthy, and vigorous life in the body politic, let us wisely remember that the schools and the school literature of the State have been the great nurseries of the popular energy and patriotism which now enable her to take such a proud position in the struggle for Southern independence.

The present war found this educational system, in all its departments, from the University to the Common Schools, just entering upon a prosperous and most hopeful condition, becoming a source of immediate pecuniary profit to the state from foreign patronage, filling it with persons, male and female, prepared for usefulness in all the walks of life, greatly enhancing the amenities of existence, rapidly elevating the tone of society among the ruling race, creating and fostering a love of home, and an interest in its resources and institutions, and infusing new life and energy into all the industrial pursuits of the people: and now, shall these lights that were brightly burning from the Atlantic to the Alleghanies, throwing a cheerful radiance over the whole face of Society, and exposing to our gaze the diversified wealth and attractions of the goodly land which God has given us, be suddenly extinguished at the very time when darkness and consequent confusion and mental depression will be our worst enemies?

But again: it may be said that intellectual must precede or sustain political independence—and we certainly know that a people who act on the thoughts of others, are not likely always to act for their own interest.

We all feel that the time has come when we must think for ourselves; but if our schools are stopped during the war, and all our teachers compelled to betake themselves to other employments, what will be the inevitable result?

A moral agency cannot be arrested and started at pleasure like a material machine; and an educational system which cannot work successfully for to-day, without, also, planning for and drawing on the future, if once entirely suspended will be destroyed. To start afresh will be to build up a new system—and this will be a labor of many years, and what, in the mean time, will be the result?

Many, as in former times, will send their children abroad to be instructed—many will have to employ teachers coming from abroad, and the very enemy whom we are now fighting, and from whose political association, as unworthy and disastrous, we have withdrawn, will aim, practically, to do our thinking for us, by pouring upon us his school books and his other literature, by planning school houses and school systems, and by availing himself of our immediate and pressing wants to thrust himself insidiously into our midst, and occupy the responsible places of tutors and mistresses in family Schools.

The stoppage of trade with the North during the war, will make it a matter of comparative profit to the enemy as soon as peace is concluded, to flood us with his books at even half their usual cost—and thus it will then be almost impossible for us to establish and keep up our own publishing houses.

Now, there is a large class of text-books which every independent nation, if it would maintain its independence, must have written and published by its own citizens; and the Southern States of America, distinguished by a peculiar social system, and one obnoxious to the phariseism of the world, are especially called on to think in such things for themselves, and to see that their children are instructed out of their own writings.

But we go farther than this. Conscious that we are not, in any sense, an inferior people, and firmly convinced that our own position on the subject of slavery is the right one, we contend that it is but strict justice to ourselves to think and write on some subjects for other nations.

Truth is eternal, and for all places; and whenever its conclusions are taught and enforced by our people, whether in physical or moral science, we would not circumscribe its influence by the prefix of a name implying only a sectional use or importance.

The just defence of our society implies a condemnation of that of many other nations; and it is time that we cease to occupy the attitude of criminals arraigned before the bar of civilization, and assume our true position of teachers of the unalterable truths of Revelation.

To explain what we mean, we would remark that two opinions in regard to slavery are generally illustrated in the habits of nations,

and that in the present condition of the world, almost every leading power holds some race of fellow-creatures in subjection, enjoying the fruits of their labor as remuneration for protection, and the administration of justice among them.

The theory of our practice is that the superior should adopt the inferior as a member of his household, placing him under his own immediate supervision, and that of his wife and children, where the sympathies between man and man are brought into active play, where every want is seen and felt for, where every crime is discovered and punished, and where the influences of religion and of a constant observation of the habits of a higher civilization are allowed to exert their educational and disciplinary power.

We hold, that if we are to have others in subjection to us at all, it must be in this way; and that a system of personal servitude of this kind, and for whose origin we are not responsible, is justifiable, and the only kind of paramount domination of race over race that is justifiable by the light of God's revealed Truth.

In our moral science we are to teach this doctrine not merely for our own defence, but for the general promotion of justice among men; and as our political and social system is put beyond the pale of its sympathy by all modern literature, and can appeal to nothing that is written but the infallible Word of God, so would we have all our institutions to dip their roots in this Fountain of Living Waters.

It is a remarkable and anomalous fact that the people of the Confederate States are compelled to cut loose from human teachings in defence of their social condition, and are shut up to the Holy Scriptures; and in singular keeping with this state of things in the political world, is the present position of our schools. We are now nearly out of text-books, and are cut off from the publications of other countries; and this we hail as a merciful Providence, for a miserably diluted morality, a subtle semi-infidelity had crept into almost every modern system of morals, and in fact diffused its poison into nearly all the teeming productions of the press.

As then, we have to begin to construct and defend political theories from the simple Word of God, let us at once fill our schools with books which draw all their ethical doctrines from this Divine source, and which make the incarnate Son of God the centre and sun of every moral system.

The want of books is now an immediate, practical and pressing one; and to devise some means of obviating this, was one of the objects of the Conference which appointed us a committee to prepare this address.

At a superficial glance this want would seem to be an additional discouragement to our schools ; but it is obvious to us, and must be to every reflecting mind, that if we meet it with the proper spirit, nothing could be more fortunate for us.

If we are ever emancipated from thralldom to foreign influences, we must have our own authors and our own publishers ; and when, we ask, could be a better time to begin the experiment of independent thought and action ?

If our schools are kept up, they must be supplied with books printed at the South—and thus, on the existence of these schools depends the immediate establishment of houses of publication. The first literature that pays, in any country, is that for educational purposes, as this is a prime necessity wherever there are schools ; and hence our school system is to be the patron which is to call into life a new and essential business at the South. Bounties will not stimulate a healthy production ; this always has and always will depend on consumption.

In this respect our own beloved State enjoys a great and inestimable advantage ; one hundred and fifty thousand pupils attend her common schools alone, and the works used in these schools are exactly such as the South, in defence of her rights and honor, must produce for herself.

If then this system be preserved unimpaired, here is at once a market, whose demands will call out enterprise and capital for the publication of books ; and the simple question in regard to textbooks with teachers in our late Conference was, whether we would encourage the reprinting of books already in use, or encourage the production of original ones. It was, after full debate, unanimously resolved to pursue the latter course ; that *now*, RIGHT NOW is the time to begin the work of Southern independence in fact as well as theory.

It was determined to give the ordinance of secession immediate and practical force, by immediate emancipation from actual dependence on the North ; and it was thought that there were enough classical books in the country to supply the schools for a year or more, and of English ones to last until others, known to be on the way, were ready for use.

It was felt by the teachers, and we are authorized to say for them, that if the people and authorities of the State would endeavor to keep up its schools, the teachers would answer for it, that before this war is concluded, unless it come to a speedy termination, the South will be writing and printing her own books ; and to *North-Carolina* will belong the honor of taking the lead in this glorious work.

What a field of future promise is here opened up to our contemplation ! Who cannot see at a glance that one step now in the right direction, will, by the blessing of Providence, inevitably lead to the most brilliant future for a State, whose name in the past, has excited unjust taunts that have often and keenly stung the souls of all her true and generous sons.

There is a tide now before us, which, taken at the flood, will lead us on to fortune ; and by this, and the considerations before suggested, we would most earnestly appeal to you to make a sacred and solemn resolution to preserve and maintain at all hazards those domestic springs on which so much of the life of the present and future depends.

We know that the pecuniary resources of the community are greatly diminished by the exigencies of the times ; but we know, also, that by the mercy of God, we are free from want, and that the hardships of the times are always diminished by the generous confidence of the people in their own resources, by keeping those dependent on useful occupations from being thrown out of employment, and by a firm and heroic faith in the ultimate success of our cause.

Confidence is public wealth, and all that tends to impair this leads directly to pecuniary disaster.

The destruction of our religious, benevolent and educational interests would be a terrible blow to public and private credit. Society would be greatly disorganized, and a reign of selfishness, mistrust and despondency begin, from which may we be forever delivered. The dreadful exigencies of some of our sister States, now covered by the hordes of the malignant invader, may compel action which is no precedent for those situated as we are ; and we rejoice to believe from the enlightened, firm and honorable action of our authorities since the war began, and from what we know of the sentiments of our fellow-citizens of all classes, that the views of this address will be justly appreciated by the people of North Carolina.

The public funds devoted to educational purposes would be barely sufficient to keep two regiments in the field for a single year ; as they are now used they are providing, fortifying, and drilling in the heart of society, an encampment of one hundred and fifty thousand souls for the honor and prosperity of the State.

We cannot expect individuals to contribute as in times of peace ; and all that we now look for is that our most hopeful educational System be kept alive, and in a healthy condition.

On its life depends the existence of a home literature, and of a great number of useful enterprises now needed, and always important to the

independence of a civilized people; and with a firm conviction of the truth of these views, and of our duty to lay them before you, we respectfully commend them to your earnest consideration.

C. H. WILEY, Sup. Common Schools.
 F. M. HUBBARD, University of N. C.
 W. M. WINGATE, Wake Forest College.
 B. CRAVEN, Trinity College.
 V. C. BARRINGER, Davidson College.
 D. H. BITTLE, N. C. College.
 R. DESCHWEINITZ, Salem Female Academy.
 L. F. SILER, Macon County.
 T. M. JONES, Greensboro Fem. College.
 A. McDOWELL, Chowan Bap. Fem. Sem.
 A. WILSON, Melville Classical School.
 DANIEL JOHNSON, Floral College.

MEETING OF TEACHERS.

RALEIGH, July 9th, 1861.

At the call of the Superintendent of Common Schools of North Carolina, a large number of teachers, representing a majority of the colleges and prominent schools of the State, met at the Institution for the Deaf & Dumb & the Blind, in the city of Raleigh, for the purpose of consulting in regard to the preparation and publication of a supply of text-books for the schools of the South, and other matters relating to our educational interests.

The meeting was organized, at 8 o'clock P. M., by calling Rev. Wm. Closs, D.D., to the chair; and was opened with prayer by Prof. Wm. Royall, of Wake Forest College.

D. S. Richardson, of Wilson, and J. D. Campbell, of Greensboro, were appointed Secretaries.

Rev. C. H. Wiley stated, in a brief address, the objects for which the meeting had been called; and the subjects, thus presented to the consideration of those present, were discussed, at considerable length, by Rev. Robert De Schweinitz, of Salem; Pres't Wingate, of Wake Forest College; Prof. C. W. Smythe, of Lexington; Prof. Rich'd Sterling, of Greensboro; Rev. Dr. Mett, of Raleigh; Mr. J. M. Lovejoy, of Raleigh; Mr. W. J. Palmer, Principal of the Institution at which the meeting was held; Rev. Dr. Closs, chairman of the meeting; Prof. Webster, of Carolina City, and Mr. J. G. Eliot, of Wayne.

The discussions were harmonious and spirited, and there was a remarkable unanimity of sentiment in regard to the course that should

be pursued by the teachers of our own and our sister States. All of those present seemed willing to enter with energy upon the work before us; and letters were received from professors and teachers in most of the colleges and high schools, that were not represented in the meeting, expressing regret that they were unavoidably absent, and offering their hearty coöperation in the execution of such plans as might be devised.

On motion of Rev. C. H. Wiley, the chair appointed a committee, consisting of Messrs. R. Sterling, S. Lander and N. B. Webster, to report to this meeting on the subject of English text-books.

Also a committee, consisting of Messrs. C. W. Smythe, Wm. Royall, Wm. Bingham, John G. Eliot and S. H. Wiley, to report upon classical text-books.

The secretaries were instructed to invite the book-sellers, book-binders, and a representative from each of the printing establishments of Raleigh, to attend our meeting, to-morrow afternoon, to give us information in regard to the facilities within our reach for publishing such books as are now needed by our schools.

The following resolutions were offered by Rev. C. H. Wiley, Superintendent of Common Schools of the State, and were unanimously adopted:

Resolved, That we have heard with profound regret of the death of Hon. John W. Ellis, Governor of the State.

Resolved, That in this dispensation of Providence the educational interests of North-Carolina have lost a sincere and efficient friend whose enlightened and patriotic zeal has done much to promote the moral and material advancement of his native State.

Resolved, That out of respect to the memory of the deceased this meeting adjourn until after the funeral ceremonies of to-morrow.

Resolved, That these resolutions be published in the Raleigh papers, and recorded among the proceedings of the meeting.

The meeting then adjourned until to-morrow afternoon.

Wednesday, July 10th.

The meeting convened at 3 o'clock P. M., and was called to order by the chairman.

The proceedings were opened with prayer by Rev. T. E. Skinner, of Raleigh.

The minutes of the previous session were read and approved.

The committee on English text-books offered their report, which was discussed by Rev. T. E. Skinner, Prof. Chas. Phillips, Wm. Robinson, Esq., Rev. G. D. Bernheim, and a number of those gentlemen who had participated in the discussions of the previous evening.

Much information was also given, by the gentlemen present from printing and book-binding establishments, in regard to the facilities for making our own books, from which we were satisfied that our schools can be supplied with home-made books on very reasonable terms.

The report was then unanimously adopted, as follows :

The committee to whom was referred the subject of English text-books for schools, beg leave to submit the following report.

So far as we have been able to ascertain, there are not books enough within our reach to supply our schools, except for a very few months.

There is, therefore, an imperative necessity to adopt some measures to meet the anticipated deficiency.

Two methods of meeting the wants of our schools have been suggested : 1st. The re-publication of Northern books heretofore in use among us ; and 2d. The preparation and publication of suitable books by Southern men.

A variety of reasons induce your committee to recommend the latter as the most honorable and practicable mode of meeting the demand ; and we would therefore press this subject upon the immediate attention of our practical working men.

Your committee are happy to state that they have ascertained that the following school books are in preparation, and some of them nearly ready for the press :

A Primer, Spelling Book and Series of Readers, by the same authors.

A series of English Grammars.

“ “ “ Arithmetics.

A Chemistry, Natural Philosophy.

Botany and Physical Geography.

We would recommend the appointment of four committees, of each of which the Rev. C. H. Wiley, Superintendent of Common Schools shall be Chairman. Each committee to consist of five members :

1. Committee on Books for the use of our Common Schools.
2. Committee on Text Books in Mathematics.
3. Committee on Text Books in Natural Science.
4. Committee on all other English text books.

It is proposed that authors submit their manuscript books to the appropriate committee for Examination.

We believe that the author of any school book published with the approval of a committee of this body, would have a sufficient guarantee that his book would meet with a remunerative circulation, even if compelled to become his own publisher.

RICH'D STERLING, *Chairman.*

The committee on classical text-books read their report, pending the consideration of which the meeting adjourned until 8 o'clock.

Evening Session.

The meeting was called to order by the chairman, at 8 o'clock P. M., and was opened with prayer by Rev. R. L. Abernethy, of Burke.

The report of the committee on classical text-books was then adopted and is as follows :

The committee to whom has been referred the subject of Classical Text-Books, beg leave to make the following report :—that there is a necessity for devising new means for a supply of works of that description.

Three methods suggest themselves :

First : the importation of books from the North or from Europe ; that for the present is impossible and impolitic if it can be avoided.

Second : by the re-publication of northern or European books.

Home pride and the improvement of our teachers are against this. It should be resorted to only in the last extremity.

The translation of foreign works, and their adaptation to our wants, is to be recognized as a part of regular authorship.

Third : the publication of new works by home authors.

This course, if men can be found to undertake the work, we would recommend.

We advise the appointment of two committees of three each, to seek out and correspond with, those desirous of preparing works, and to act as advisers with them :—one upon the preparatory text-books, Latin and Greek Introduction, Grammars, &c. ; the other, upon College Classics.

We would recommend to all teachers to husband their resources, to make, if necessary, much use of black-board exercises, that the means at present on hand may be made to suffice until others can be prepared. We would not recommend hasty publication, but that an earnest effort be made to bring the works to the highest standard of modern philosophical research.

We recommend as suitable works for preparation, introductory works in Latin and Greek, Latin and Greek Grammars, and Greek and Latin selections for Readers.

Respectfully submitted,

C. W. SMYTHE,

Chairman.

Rev. C. H. Wiley, Rev. W. M. Wingate and Rev. R. De Schweinitz were appointed to nominate the committees called for in the above reports. After consultation they reported the following committees :

On Common School text-books.—Rev. C. H. Wiley, Mr. S. Lander, Mr. R. W. Millard, Rev. R. De Schweinitz, and Rev. Daniel Johnson.

On Mathematics.—Rev. C. H. Wiley, Prof. Chas. Phillips, Prof. Lemuel Johnston, Prof. Walters and Prof. N. B. Webster.

On Natural Sciences.—Rev. C. H. Wiley, Prof. E. Emmons, Prof. R. Sterling, Rev. M. L. Curtis and Rev. L. Branson.

On all other English text-books—Rev. C. H. Wiley, Rev. T. M. Jones, Mr. S. H. Wiley, Prof. A. McDowell and Rev. G. D. Bernheim.

On preparatory course in Latin and Greek.—Prof. W. Royall, Rev. S. M. Frost and J. D. Campbell.

On text-books for colleges.—Prof. C. W. Smythe, Mr. Wm. J. Bing

ham and Mr. S. H. Wiley; to which, on motion, was added the name of Rev. John. H. Mengert.

Rev. Daniel Johnson, of Floral College, offered the following resolutions, which, after some discussion, were unanimously adopted :

Resolved, That in the opinion of this Assembly, representing a large number of the colleges and seminaries, male and female, of North-Carolina, the contest now going on for Southern Independence, should commend itself to the hearts and consciences of all the people of the Confederate States.

Resolved, That as this is a struggle for national existence and independence, it is to be maintained and carried on, under Providence, to a successful issue, not only by legislative acts and by force of arms in the field, but, also, in the school room, at the fireside, and by all those moral agencies which preserve society, and which prepare a people to be a free and self-governing nationality; and that, considering our former dependence for books, for teachers and for manufactures on those who now seek our subjugation, it is especially incumbent on us to encourage and foster a spirit of home enterprise and self-reliance.

Resolved, That the recent unexampled progress of our beloved State towards a leading position among her Southern sisters, is, under God, mainly due to her great and noble educational system.

Resolved, That in this time of peril and trial it is of the first importance that this system, constituting the greatness of the present, and the hope of the future, should be maintained with energy for the sake both of its beneficent results to us and to our posterity, and as an illustration to the world of the civilization of the people of the Confederate States, and of their right and ability to assert and maintain their freedom and independence.

Resolved, That we recognize in the Common Schools of North-Carolina the broad, sure, and permanent foundation of her whole educational system, and that we would respectfully and earnestly commend to the authorities and people of the State the primary necessity, and the vital importance of preventing even a temporary suspension of this nursery of popular intelligence and patriotism, and of State independence.

Resolved, That a committee of twelve of whom Rev. C. H. Wiley, Superintendent of Common Schools, shall be chairman, be appointed to prepare an address to the people of North-Carolina on the subjects embodied in these resolutions.

The committee, called for in the last resolution, consists of Rev. C. H. Wiley, Rev. F. M. Hubbard, Rev. W. M. Wingate, Rev. B. Craven, Rev. D. H. Bittle, Prof. V. C. Barringer, Rev. T. M. Jones, Rev. R. De Schweinitz, Prof. A. McDowell, Mr. L. F. Siler, Rev. A. Wilson and Rev. Daniel Johnson.

On motion, a committee of three, consisting of Messrs. J. D. Campbell, S. Lander and Rev. T. E. Skinner, was appointed to correspond with publishers, in North-Carolina and other Confederate States, and

ascertain what facilities for publishing school books are within our reach.

The following preamble and resolutions, offered by Prof. Phillips, were adopted by the meeting :

WHEREAS, This Convention has heard that teachers, in the Colleges and Classical schools in other Confederate States of America, are desirous of holding a general Convention.

Resolved, That the members of this Convention hail this movement with pleasure, and will heartily coöperate with their fellow-teachers in securing those objects which shall be of common interest.

Resolved, That a committee of three be appointed to whom all correspondence respecting the time and place of this Convention, and the determination thereof, shall be entrusted.

Prof. Chas. Phillips, Mr. J. M. Lovejoy and Rev. W. H. Cuning-
gim were appointed to constitute this committee.

Resolved, That a committee of three be pointed to confer with gentlemen in the other Confederate States in regard to the publication of classical text-books.

This committee consists of [Names not reported to the Secretaries.]

The unanimous thanks of the Convention were tendered to Mr. W. J. Palmer, Principal of the Institution for the Deaf & Dumb & the Blind, for the use of rooms for our meetings, and for the kind attentions so freely extended to us during our sessions. Also, to the officers for the efficient manner in which they have discharged their duties.

The secretaries were instructed to prepare the proceedings of the meeting for publication in the *N. C. Journal of Education* and the newspapers of the State.

On motion the Convention adjourned.

D. S. RICHARDSON, } Sec'ies.
J. D. CAMPBELL, }

CONDENSING A BOOK.—Mr. Jones how will you employ yourself at the Springs this summer? I think I will take along the volume I published on the subject of — and reduce it in length; I think it is too long, *don't you?*

What do you propose to leave out Mr. Jones? Well, I thought the Introduction was in the wrong place; and that it ought to constitute the first chapter, so I will make that the first chapter of the book, and write a new Introduction, and that is the way I will shorten the volume!

This is a real dialogue.

R.

WRITTEN FOR THE JOURNAL.

N. C. INSTITUTION FOR THE DEAF & DUMB AND THE BLIND.

MR. EDITOR:—As your journal is devoted to the Educational interests of North Carolina, I think it is the proper medium, through which to address an appeal in behalf of that unfortunate class of our citizens, the Deaf and Dumb, and the Blind. I have been surprised at the little interest manifested by many of our people, in the education of these unfortunate members of society. They visit our Institution and seem (while here) to be greatly interested in the various exercises of the pupils, but, with some few exceptions they make no special effort to find out the Deaf and Dumb and the Blind in their counties, and send them here to enjoy the advantages afforded by this Institution.

I have carefully examined the Census Returns of the different counties in the State and find that the number of Deaf and Dumb and Blind persons, under twenty-one years of age is much larger than is generally supposed. And of this number only about sixty have been connected with the Institution during the present session.

I communicated the result of this examination to the joint standing Committee of the last Legislature, appointed to examine the Management of the Institution &c, and from their report submitted to the Legislature, I make the following extract:

“While the committee express much gratification at the present prosperous condition of the Institution and its bright prospects of future usefulness, they cannot but regret that so small a proportion of this unfortunate class of our population should reap the benefits of the great advantages which are being brought within the reach of all. According to the returns of the last census, there are now in this State the number of one hundred and seventy deaf mutes, and sixty-nine blind, the larger portion of whom are of the proper age to become pupils of the Institution. The whole number of deaf mutes in the State is three hundred and eighty-seven, and the number of Blind is three hundred and thirty-two. Of deaf mutes only about one in nine has been educated, and of the blind only one in fifteen. This arises in the opinion of the committee from the fact, that so little is known among the masses of the people, of the nature and character of the Institution, its excellent management, and the great facilities which it enjoys for the education of the deaf and dumb and the blind. For the purpose of, (to some extent,) remedying this, and inducing parents to send their children to the Institution, the committee have prepared a bill, the passage of which they

recommend, making it the duty of the Chairman of the board of Superintendents of Common Schools, of each county, to furnish to the Principal of the Institution, once in each year; a list of those in his county who are fit to be entered as pupils in the Institution, and whenever the parents of such pupils are too poor to pay their tuition, to procure the certificates required by law, and secure the admission of such in the Institution, in the way now allowed by law. The committee is satisfied in this way numbers who would grow up in mental and physical darkness, will have light shed into their minds, receive the blessings of education, and perhaps be taught some useful occupation by which they may possibly support themselves without remaining a burthen and charge to those who are little able to support it."

In order that the recommendation made in their report, might be carried out, the committee inserted the following sections in the Bill, prepared for the benefit of this Institution, which was passed by the Legislature.

"Sec. 4. *Be it further enacted*, That it shall be the duty of the District Committees of Common schools in each county, to report to the chairman of the Board of Superintendents of common schools for their county, the number of deaf mutes and Blind children, between the ages of five and twenty one.

Sec. 5. *Be it further enacted*, That it shall be the duty of the Chairman of the Board of Superintendents of common schools for each county to report to the Principal of the Institution for the Deaf and Dumb and the Blind, on or before the first day of September in each and every year, the number of Deaf mutes and Blind children in his county, between the ages of five and twenty one years, and that the said chairman shall procure and furnish, all indigent Deaf-mute and Blind children, who are entitled to receive the same, the certificate now required, by law, to entitle them to admission into the Institutions as State pupils.

Sec. 6. *Be it further enacted*, That the Principal of the Institution for the Deaf and Dumb and the Blind, be required to furnish to the chairman of the Board of Superintendents of each county such blanks as may be necessary for the above purpose."

To obviate the necessity of sending out so many blanks, and requiring the Committees to make an additional report the State Superintendent of Common Schools has kindly consented to prepare his blanks, which he will distribute to the school Committees throughout the State, so that the Deaf & Dumb, & the Blind can be included in the same with the other children in the district.

I hope the Committees will faithfully perform the duty which has been assigned them by the Legislature. By so doing they will do much towards improving the Condition of the Deaf & Dumb and

the Blind in North Carolina, educating many who would otherwise be left to grow up in ignorance.

As the question is often asked how, and upon what terms are pupils admitted into the Institution? we will insert the following extract from the Annual report, which will give the desired information.

Terms of Admission into the N. C. Institution for the Deaf & Dumb and the Blind.

1. Pupils are admitted into the Deaf-Mute Department of the Institution, for one hundred and thirty dollars. This sum is for board and tuition, and does not include any expense that may be necessary for clothing, traveling, Physician's bills, &c.

2. Pupils whose parents or guardians may not be able to meet the expense necessary for admission, may be received in the following manner, viz:

At least one respectable citizen resident in the County of the applicant shall make before, and file with a justice of the peace, an affidavit in writing, which shall be substantially as follows:

STATE OF NORTH CAROLINA, }
 _____ County. }

The undersigned, residing in said county, maketh oath, that—
 —is not in his opinion able to defray the expenses of maintaining his—, —at school in the Institution for the Deaf & Dumb & the Blind, that said—has a legal residence in said county, and is in his opinion a fit subject, and justly entitled to enter the Institution as a pupil of the State—dated this—day of —A. D. 18 .. A. B., (Affiant.)

Subscribed and sworn to before me, C. D. (J. P.)

The Justice of the Peace aforesaid shall transmit the affidavit so sworn to and subscribed, to the Principal of the Institution, which shall be by him laid before the Board of Directors; and said affidavit shall be evidence that said child or other person is entitled to enter the institution, as a state pupil, and nothing appearing to the contrary, then or thereafter, he or she shall be entitled as such to the benefits of the same.

If any person desires further information in relation to the Deaf & Dumb, or the Blind, it will be furnished cheerfully upon application to me by letter or other wise,

Very truly Yours,

WILLIE J. PALMER, *Principal.*

A PRETTY SIMILE.—Scandal, like the Nile, is fed by innumerable streams; but it is extremely difficult to trace it to its source.

SOUTHERN LITERATURE.

The New Orleans Crescent, referring to the recent failure of a Southern literary publication, says :

The secret of its failure is that which explains the failure of many other attempts to establish similar publications in the South. It was not adequately sustained by the Southern people. Northern magazines circulate in the South as well as the North—but rarely does a Southern publication find its way across Mason and Dixon's line. The North thus has the whole Union for a literary market, while the South has its own section alone.

But that our section of the Union is able to sustain literary productions of a light character is an evident proposition. We have not only the necessary talent to produce papers of the best grade, but we have the money to make them prosperous and flourishing. We are simply derelict in our duty ; and we run after Northern productions while we might have them of Southern production, and of greater merit, if we would encourage them as we ought to do.

A publisher cannot pay for literary articles of merit, unless he has a heavy list of subscribers. And, on the other hand, he cannot get and retain these subscribers unless the mental food he sets before his readers is of the best quality. Obviously, therefore, he must have a large capital which he must risk unless the first advance is liberally made, as it ought to be, by the public. If the publisher be qualified for his business, and intent upon making it a success, the public ought to second his efforts by substantial tokens of encouragement, so that he may have the pecuniary abilities to secure the services of the very best writers for his publication. Occasionally there may be found a good writer of independent fortune, who will cheerfully contribute an article now and then without expecting or receiving remuneration. But as a general thing, in other countries as well as in this, and in the Southern as well as the Northern States, literary labor must be paid for just as any other labor is, and cannot be had unless it is paid for. If a literary man is able to live comfortably, without employing his pen, that pen is very apt to lie idle upon his desk. If literature be his profession, or he is driven to it from necessity, he must live by it, as would any one else in any other profession he might pursue.

Literature ought not to be sectional ; but the North has made it so, so far as that section is concerned, in refusing to sustain Southern publications, although very willing to accept Southern support.

for her own literature. It remains for the South, not in a spirit of retaliation, but in a spirit of simple justice to herself, to extend a more substantial encouragement to her own authors and publishers.

SELECTED ANECDOTES.

Washington's Acknowledgment.—In 1755, Washington, then a young man, twenty-two years of age, was stationed with his regiment at Alexandria. At this time an election for public officers took place, and the contest between the candidates became exciting and severe. A dispute took place between Mr. Payne and Washington, in which the latter (an occurrence very uncommon with him) became warm, and said something which gave Mr. Payne so much offense that he knocked Washington down; instead of flying into a passion, and sending him a challenge to fight a duel, as was expected, Washington, upon mature reflection, finding he had been the aggressor, resolved to ask pardon of Mr. Payne on the morrow. Accordingly he met Mr. Payne the next day, and extended his hand in a friendly manner: "Mr. Payne," said he, "to err is nature; to rectify error is glory. I find I was wrong yesterday, but I wish to be right to-day. You had some satisfaction yesterday, and if you think that was sufficient, here is my hand, let us be friends." It is hardly necessary to state that ever afterwards they were so.

Would persons, who think it *honorable* to fight, be likely to approve of Gen. Washington's course, as given in the foregoing narrative?

Do you think it was creditable to so great a man as Gen. Washington, to ask forgiveness, as he did, after he had received an injury himself?

Manly to Resent; God-like to Forgive.—A gentleman went to Sir Eardley Wilmot, at one time Lord Chief Justice of the Court of Common Pleas, and having stated to the Judge an injury he had received, asked him if he did not think it manly to resent it.—"Yes," said Sir Eardley, "it would be *manly* to resent it, but it would be *God like* to forgive it!" This reply completely altered the feelings of the applicant.

Which is the *first feeling* with most people, to *resent* injuries, or to *forgive* them?—From Mr. Cowdery's *Moral Lessons*.

Many a heavy blow is lost for want of a few more.

WRITTEN FOR THE JOURNAL.

CULTIVATION OF THE MIND.

NUMBER TWO.

Not only does a cultivated mind enable its possessor to investigate things and draw inferences for himself, thereby facilitating the acquisition of knowledge; but it also subjects him to moral influence. It is a fact worthy of note that the greater portion of the profligate of our country are of the ignorant class. True, some who make pretensions of learning are of the baser class, yet these pretensions, to a great extent, are vain; for they who are irreligious, are not educated according to the strict meaning of the word. A wise philosopher once said that superficial learning makes men skeptics, but deep learning makes them christians; and so we generally find it.

The young mind is ever active, it must have something to feed upon, and if it is not supplied with good food, such as will elevate and refine its possessor, it is apt to choose for itself such as will demoralize and corrupt him. Temporal follies and pleasures are too alluring to be resisted by the young intellect, unless it has a guiding hand to point it to something more noble. Its powers must be developed, so that it can justly appreciate what is truly sublime and noble, ere it will quit the way of vice and folly and choose that of virtue. The ignorant mind is unable to comprehend, and hence to justly appreciate the attributes of Deity; then is it any wonder that a person should not observe the will of God, when his mind is so contracted by ignorance that he cannot comprehend what His will is? Hence, we may safely conclude that a cultivated mind is essential to the living of a christian life.

National governments impose duties upon man, which he cannot duly perform without a cultivated intellect. In a government like ours, where the popular will is the sovereignty, and where designing politicians are continually planning to accomplish self-interest, often to the detriment of the public good, it is doubly important that the people be intelligent. He who is not sufficiently intelligent to examine and comprehend the full import of the principles on which his government rests, but must depend upon some self-interested politician for this knowledge, is not qualified to perform the duties of a faithful citizen, living in a free government. Hence, every person is under obligations to his government, as well as to his Maker, to develop the powers of his mind, thus, he will be qualified to per-

form his duty to the one as a loyal citizen, and to give perfect obedience to the will of the Other as an humble servant.

JOSEPHUS.

NORTH CAROLINA IN HER PHYSICAL ASPECTS.

North Carolina has fifty thousand square miles of territory—just about the area of England. But while England, exclusive of Scotland and Wales, has a population of seventeen millions, North Carolina has barely one million. If this difference is to continue, can we ever equal, or even approximate, the population of England? When at Washington, persons, comparatively strangers to our State, often have said to me, "So you are from the piny region of North Carolina." They sometimes seemed surprised when I told them that the section from which I came was more remote from that district covered with pines than Washington City itself, and even less like it in its external features. The fact that the principal lines of travel through our State have been along that comparatively narrow belt of level pine forest, has made most persons from abroad suppose that the whole State is of that character.

It was in the month of July, 1584, that the first Europeans who ever touched the shores of any one of the old thirteen States, approached the coast of North Carolina, under the command of Amadas and Barlowe. In the report of Sir Walter Raleigh, drawn up by the latter, it is said that two days before they came in sight of the land, "We smelled so sweet and so strong a smell as if we had been in the midst of some delicate garden, abounding with all kinds of odoriferous flowers." On reaching the land it was found "so full of grapes, as the very beating and surge of the sea overflowed them, of which we found such plenty, as well there as in all places else, both on the sand and on the green soil, on the hills as in the plains, as well on every little shrub, as also climbing the tops of high cedars, that I think in all the world the like abundance is not to be found; and myself having seen those parts of Europe that most abound, find such difference as were incredible to be written." Inside of the long narrow tract of islands, along which they coasted for two hundred miles, they found what "appeared another great sea," between them and the main land. Everywhere, they were struck with surprise, as they beheld the variety, the magnitude and beauty of the forest trees, which not only surpassed those of Bohemia, Muscovia or Hercynia," but "bettering the cedars of the Azores, of the Indies, or Lebanon."

Two years later, after a residence of twelve months on the mainland, with a party of colonists, Ralph Lane declared "the main to be the goodliest soil under the scope of heaven," "the goodliest and most pleasing territory in the world," "and the climate so wholesome, that we had not one sick since we touched the land here." He affirms that if it "had but horses and kine in some reasonable proportion, I dare assure myself, being inhabited with English, no realm in christendom were comparable to it. For this already, we find, that what commodities soever Spain, France, or Italy, or the East parts, do yield to us, &c.,—these parts, do abound with the growth of them all, and sundry other rich commodities, that no parts of the world, be they West or East Indies have, here we find the greatest abundance of."

When we contemplate North Carolina at the present day, we recognize the features here described. There is on the coast the same long line of low sandy islands, probably formed by the deposits of sediment, where the fluvial waters from the interior are checked in their course by the opposing current of the Gulf Stream. With the exception of the fine harbor of Beaufort, there are the same difficult inlets which terrified these early voyagers, and on their maps were marked with figures of sinking ships. Inside of the range, there are the same broad and shallow seas, most abundantly supplied with fish, and those other inhabitants of the deep, which are alike calculated to minister to the necessities and luxuries of mankind. On the "main" there are lands not inferior in fertility to the famous deltas of the Nile or the Mississippi. Cultivation for one hundred successive years, in the most exhausting of grain crops, has not diminished their productiveness. Though it has cost something to render these swamp lands suitable for cultivation, yet no agricultural investment ever made in America, perhaps, yields a better return, and this fact affords another illustration of the truth that Providence has decreed that the best things in life shall cost labor to attain them. And yet, up to this time but a small proportion, many persons think not one-fifth part of the swamp lands in the Eastern portion of the State, have been put into cultivation. When, after the manner of Holland, all this region shall have been reclaimed, the entire population of the State might be removed to it, without being able to cultivate the half of it. Almost every portion of it, too, is penetrated by navigable streams. Passing inward a hundred miles or more from the coast, we reach that belt of pine land which was formerly regarded as only valuable for its timber, and naval stores generally, but which later experiments show may, without difficulty, be ren-

dered highly productive. By the application of marl or lime, it has been ascertained that most of this region can be made to yield abundant crops both of cotton and the cereals. Westward of this, there stretches for two or three hundred miles, a moderately elevated, undulating country, presenting almost every variety of landscape, soil, and production. At its extreme borders, there rises up a mountainous region with bolder scenery and a more bracing climate. Few of our own citizens realize the extent of this district, or are aware of the fact that it is three hundred miles in length, and has probably more than forty peaks, that surpass in altitude Mount Washington, long regarded as the most elevated point in the Atlantic States. Though this region does not present the glacier fields and eternal snows of the Alps, yet their want is amply atoned for by a vegetation rich as the tropics themselves can boast of. Rocky masses of immense height and magnitude, and long ridges and frightful precipices, are to be found, but the prevailing character of this section is one of such fertility that the forest trees attain their most magnificent proportions on the sides, and even about the tops of the highest mountains. There, too, are to be seen those strange treeless traces, which the aboriginal inhabitants supposed to be the foot-prints of the "Evil One," as he stepped from mountain to mountain. Their smooth undulating surfaces covered with waving grasses, suggest far different associations to the present beholders. The landscape is variegated, too, by tracts of thirty and even forty miles in extent, covered with dense forests of the balsam fir tree, appearing in the distance dark as "the plumage of the raven's wing," and green carpets of fantastic moss, and countless vernal flowers, among which the numerous species of the azalia, the kalmia, and the rhododendron, especially contend in the variety, delicacy, and brilliancy of their hues. From the sides of the mountains flow cold and limpid streams along broad and beautiful valleys. Though such a region as this can never weary the eye, the chief merit is, that almost every part is fitted to be occupied by, and to minister to, the wants of man.—HON. T. L. CLINGMAN.

OUR SCHOOLS.—We concur most heartily in the subjoined views of the *Standard* and *Charlotte Democrat* upon the subject of the Common School interest of the State. No result could be more regretted or could more vitally affect the best interests of the State than a suspension of the Common Schools:

One of the most direful results of the war, would be the abandonment of our schools. We should deprecate such a result most

deeply. We have seen intimations of a disposition to suspend the Common Schools on account of the war. We protest against it in the name of the good people, and especially the children of the State. Let none of the schools be abandoned if possible.—*Raleigh Standard*.

We agree with the *Standard* as to the importance of continuing our school system, and we know that the Governor and Literary Board are opposed to discontinuing the Common Schools. No fears need be entertained on that point. A smaller sum than usual was distributed in the Spring, for good and sufficient reasons, and the action of the Board was approved by the excellent Superintendent, but as to discontinuing the schools, it can't be done with the consent of the present Board. The children of the State must be taught to read and write, war or no war.—*Charlotte Democrat*.

THE ART OF BEING POLITE.—First and foremost, don't *try* to be polite. It will spoil all if you keep overwhelming your guests with ostentatious entreaties to make them feel at home, they will very soon begin to wish they were there. Let them find out that you are happy to see them, by your actions, not your words. Always remember to let bashful people alone at first, it is the only way to set them at their ease. Trying to draw them out has sometimes the contrary effect of *driving* them out of the house. Leading the conversation is a dangerous experiment. Better follow in its wake; and if you want to endear yourself to talkers, learn to listen. Never make a fuss about anything—never talk about yourself—and always retain your composure, no matter what solecism or blunders others may commit. Remember that it is a very foolish proceeding to lament that you cannot offer to your guest a better house, furniture or viands. It is fair to presume that the visit is to you, not to these surroundings. Give people a good impression of themselves, and they will be pretty sure to go away with a pleasant impression of your qualities. On just such slender wheels as these the whole fabric of society turns. It is our business only to keep them in perfect revolving order.

“By a certain class of statesmen, and by all men of harsh and violent disposition, measures of conciliation, adherence to the spirit of treaties, regard to ancient privileges, or to those rules of moral justice which are paramount to all positive right, are always treated with derision.

“*Terror is their only specific, and the physical inability to rebel their only security for allegiance.*”—*Hallams Middle Ages*.

Resident Editor's Department.

OUR EDUCATIONAL INTERESTS.—In this number of the Journal we publish an Address to the people of North Carolina, to which we ask the special attention of all the friends of education. And instead of the editorial comments that we intended making, on the subjects discussed in this Address, we prefer giving the following extracts from an article, in a recent issue of the *Central Presbyterian*, which indicates something of the feelings and views of prominent educators in our sister Commonwealth, in regard to our duties under existing circumstances :

The condition of our Southern Confederacy, and especially of our commonwealth of Virginia, has presented an anxious question for our educated young men, and students in literary institutions. We wish, while not discouraging their patriotism, to caution this class against a danger which impends: the making of an unnecessary and irreparable sacrifice by deserting their education for the camp.

We beg our young friends to remember that their situation is unlike that of other citizens. Youth, when gone, never returns; and they will find that the business of education will be practically limited to their youth, in all but exceptional cases. So that in leaving their studies for a year or two, they are not making the sacrifice which others make, of a year or two of comfort or private gain given up for their country. They are fatally throwing away the efficiency of a whole life-time, lost in losing the golden season for education, in order to render a temporary service to the State. Surely patriotism itself should forbid such a waste. Let others render the requisite military service, who can do it without so ruinous a cost to themselves and the public. Young men may think that their military career will make only a postponement of their college course. But our experience forewarns us, that they will usually find this expectation mistaken: their lives will be turned, almost before they know it, into a new channel.

If it is wrong for our students to abide by their books at such a time, it would be more wrong for professors and teachers to sit idle at such a time, in schools that had no pupils. Hence this flight of our young men to the camp, if proper, ought to result, consistently, in the thorough disorganization of our Colleges, Seminaries and Universities. But it is a work of years, often of a life-time, to reconstruct a respectable literary institution. Surely it cannot be right or wise to cut down the tree which it required a life-time to grow, in order to supply the lack of a stick of timber for a single day!

Without saying anything invidious about that supply of professional men which has been hitherto so largely derived from the North, we may safely assume that it is now absolutely cut off. But we aspire to be an independent, civilized and prosperous people. Surely we shall not submit to living hereafter without teachers, professional men, and ministers! On the contrary, it will be

our boast that we shall refute the envious slanders of all our enemies, by displaying a higher and sounder culture, amidst our other elements of social prosperity. The demand for literary and professional talent must then recur, just as soon as the war ends. It will be disastrous, indeed, to all these hopes, if the community has to wait for its supply, till a generation of educated young men is raised up anew. Before that is done, a generation of our people will have grown up, with a Boeotian character stamped upon them, which will either entail itself as the permanent trait of our new nation, or will fix upon us a most servile literary dependence on foreign States. Hence it is most vital to the honor and safety of our Confederacy, that during all the time society is busy in the labor of self-defence, it shall be raising up a still larger supply of educated men at home. And fortunate will be that young man who has had the good sense to pursue his studies diligently, so as to be prepared, when peace returns, to step into this teeming field of labor.

* * * * *

Surely the exigencies of the hour are not so dire, as to justify the raising of soldiers for defence, at such an expense as this. To assume it would be to pay entirely too high a tribute to the prowess of our enemies. It is more worthy of the dignity of Virginia and the South, to show that we are abundantly able to hurl back our insolent assailants, and at the same time to carry on with undisturbed equanimity, all the high functions of civilized society. Virginia does not so need a few hundred soldiers, as to employ her precious educated youth in the work of the camp. We have good evidence that our highest military authorities concur in this view, and lament the ill considered zeal which has emptied our schools. We believe that our students will best display their patriotism and courage, by laying aside the musket, as autumn returns, and coming back to their studies, in every case where they can honestly do so.

WM. H. MCGUFFEY,
R. L. DABNEY.

OUR OWN READERS.—This is the title of a Series of Readers in course of preparation. Some of the numbers are now ready for the press, and we hope soon to be able to announce that they are ready for use.

We have also seen the manuscript of the first of a series of Eng. Grammars, which we hope will supply our wants in this line. But there are many subjects yet to be disposed of.

DELAY.—We very much fear that the difficulty of getting a supply of paper will prevent our getting the Journal out regularly at the time it is due. But we will do the best we can, and we hope our Paper Mills will now be able to continue at work without farther interruptions.

A MAP OF THE CONFEDERATE STATES OF AMERICA. Published by A. MORRIS, Richmond, Va. Price 50 cts.

This is a neat Map about 28 by 20 inches, printed on good paper, and in a convenient form for sending by mail. It may be made durable and convenient for use, by fastening it on a large paste board.

Mr. Morris is, doubtless, ahead of all others, in getting out a Map of the C. S., and we hope he may be liberally rewarded for his enterprising energy.

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WRITTEN FOR THE JOURNAL.
CULTIVATION OF THE MIND.

NUMBER THREE.

Cultivated mind makes man worth more to himself in a pecuniary point of view,—to say nothing of the mental enjoyment it affords him. Everybody's observation shows this. In our country the most lucrative offices are attainable by the most humble peasant. Qualification is a sufficient requisite to attain the most honorable and profitable offices of the government. What an inducement this is, to the youth of our country, to cultivate their intellectual powers!

Biography shows us that many of the brightest intellects have come from the humble walks of life,—teaching us that

“Honor and shame from no condition rise,
Act well thy part, there all the honor lies.”

The celebrated Noah Webster embarked on life's fickle sea with but four dollars in his pocket; though his father had given him that better part, a good education. Newton was a shepherd boy in his younger days; and studied Trigonometry while watching the flock.

These bright examples should inspire us with new energies, in our struggle up the hill of knowledge. Though, like them, we may be poor in pecuniary advantages, yet by persevering application we may write our names high in the galaxy of fame.

Not only is a cultivated mind beneficial to its possessor, but, like a light set upon a hill, it radiates intelligence on all around it. While the mind of the ignorant man serves no purpose, except the animation of his own body a short time, that of the intelligent man blesses society by promoting its interests. The influence of distin-

guished literary men upon society, is almost beyond estimation; it lives after they are dead, and will only end when literature becomes extinct. Their names will occupy proud pages in future history, and they will be bright examples to the youth of succeeding generations, when the spot where their honored bones repose will have been long forgotten.

The effects produced in the various departments of labor by means of cultivated mind, within the last century, are beyond enumeration. They are seen from the humble farm to the extensive manufactory. The amount of manual labor has been curtailed many times, while the produce has been increased.

When we contemplate some of the noble triumphs of cultivated mind, such as the press and steam-engine, for instance, we are lost in wonder, and are ready to ask, "what can cultivated mind *not* accomplish?" Truly, its powers seem to have no bounds.

In conclusion, it might be necessary to notice some of the studies best adapted to the developing of the mental faculties. None, in my judgment, are more peculiarly adapted to this than Mathematics. Its subjects are of such a nature as to bring all the mental powers into action. All who have studied the higher mathematics will bear me witness—I should be glad to see Algebra and Geometry more universally introduced into our Common Schools. But while I give my preference to Mathematics as a mental disciplinarian, I would not discard other studies. English Grammar is well adapted to improve the memory and judgment; so are the classics.

Teachers should recollect that the developing of the intellectual powers is a primary principle in educating the young. In our Common Schools, the greater part of the pupils have not the advantage of a full course, and hence the teacher's prime object should be to develop the young intellect, create within it a thirst for knowledge, and thus it is prepared to receive, and will acquire knowledge for itself. If you can ever cause a student to love study, you have gained the desirable end; he will then acquire knowledge, despite all the impediments which may come in his way.

JOSEPHUS,

It is the misery of mankind that there is no cause so unreasonable, for which something like reasoning may not be produced. It is thus that bad men can effect to palliate and *even convert their crimes into virtues.*"—*Smyth's Lectures on History.*

THE CLAIMS OF HISTORY IN THE COMMON SCHOOL.

Pertaining to the Common School are two classes of studies: the first embracing branches of universally-acknowledged utility, such as Reading, Writing, Geography, and Arithmetic; the second comprising those studies whose importance is not so readily admitted. The sciences that fall under this latter or questionable head are as various as the tastes of teachers; as extensive almost as the bounds of learning itself. Is our dominie a botanist? It is, of course, a shame for the child to be ignorant of the flowers that deck the groves and meadows. Is he a disciple of Davies? Then, forsooth, it is vitally necessary for the pupil to master the laws that govern the heavens, in all their mathematical bearings, even though it be to the neglect of the more vital laws of the stomach. Is he a geologist? Surely, children should know something about the rocks and soils on which they tread. Is he a lover of sweet sounds? Singing is, beyond a doubt, the grand secret of successful instruction: school should be opened with singing; closed with singing; noise may be stopped; anger quelled; gloom dissipated; fatigue banished,—all by the magic aid of singing: for, hath not the poet said,

Music hath charms to soothe the savage breast?

But it must be evident that as long as there is no fixed circle of studies established by authority, so long will precedence be given to one and another branch that may be particularly favored by the teacher. It therefore remains for the faithful instructor to inquire what other studies besides the inevitable grammar and arithmetic are adapted to carry on the ideal educational course he has marked out for his pupils. Here we come upon the ground of our Essay, and here we put in a claim for History, on the following considerations:

1. *It has a fitness, peculiar to itself, for exercising certain faculties of the youthful mind.* The mind in its earlier differs widely from the mind in its later years. The intellectual activities that predominate in the child are succeeded by those that characterize the man. Now, true philosophical education must adapt its discipline to the nature of its subject; and considering the nature of the juvenile understanding, what does it find its leading features? The senses are active; the memory is retentive; the reason and judgement not vigorous, but growing; the fancy and imagination in free and happiest play. As for the stimulus proper to each of these faculties, we may say that the senses are wisely trained by nature herself, every mo-

ment; for the memory the schools provide Geography, Spelling, declamations, the descriptive parts, in fact, of every study, while to insure the best development of the reasoning powers, the fostering care of the exact sciences is graciously invoked.

But what pabulum is furnished those genial picture-galleries of our nature, the fancy and imagination? In many of our schools none at all; all is grave, logical, disciplinary; the boy is treated as a sage rather than a child, as though he were fonder of a lunar hypothesis than a Robinson Crusoe. To meet the wants of these faculties, History, we believe, possesses admirable qualifications. What a world of gay and glorious thought opens in the pages of the past, before the wondering gaze of the curious youth? For him the classic lands live again in all the pride of ancient story: the Chaldean counts the stars on the plains of Shinar; Thebes sends forth her hosts from a hundred gates; the Macedonian sweeps Asia from the Hellespont to the Hyphasis; the Greek crowns the Acropolis with miracles of genius; imperial Rome leads captive nations in procession to the capitol; the knight of the middle ages again vindicates the surpassing beauty of his own "fayre ladye," while the camp fires of the revolution once more blaze beneath the hills of Valley Forge. For materials of this kind, what study so rich? Where may be found a field so abundant in such suggestions as are likely to enkindle all the poetry of the childish nature? Cold utilitarianism may, indeed, say that these finer faculties do not add to the wealth of nations, and that, at any rate, they are of such a character as to possess an inherent tendency to develop without cultivation. In reply, we would simply ask two questions: If the importance of every expansion of the brain must be determined by its relation to profit and loss, why not at once make political economy the controlling science of the schools? If *some* powers of the mind enjoy the self-evolving quality to such an excellent degree, *others* may; hence, why the necessity of education at all?

11. *History is indispensable to an intelligent knowledge of Geography.* And by Geography we do not wish to be understood as meaning topography, or the science of places; the mere location of gulfs and rivers, mountains and cities. These no more comprise a proper description of the earth than a skeleton constitutes an accurate portraiture of a man. The relation that exist between the world and its *inhabitants*; the division of our globe into *states* as well as continents; the classification of *people* equally with productions: these, in our opinion, must necessarily be associated in order to present a hu-

man and lively picture of our planet. Man, in short, should be considered, no less than nature.

But can man in his social geographical aspect be rightly comprehended, irrespective of his connection with the past? As consistently inquire of the naturalist if ages have aught to do with the rocks. Our present political geography is a historical result; hence, history alone can explain the causes by which this result has been produced. Doubtless the assertion may here be made that the existing status of nations can be understood from Mitchell without reference to Macaulay—from seeing mankind as it is, regardless of the steps by which it has become so. With equal force might it be alleged that the rustic has as complete an idea of the magnetic telegraph as Prof. Morse, for he beholds the wires, the instrument, the message, no less than the inventor; but of the successive trials by which the discovery has been reached, the important applications of which it may be susceptible, the general grandeur of the event, how grossly ignorant! Superficial and unsatisfactory in a similar degree must be that survey of the modern world which is unguided by the “light of other days.”

Again, our present geography, in its governmental relations, abounds in continual references to the past, because an offspring of it. The pupil reads that Canada in the one hemisphere, and India in the other, are both under the dominion of England; and that Cuba in the west, and the Philippine isles in the east, belong to the crown of Spain. How lands so diverse in longitude are yet united under a common sceptre is to him a mystery, however, which history can unravel. He reads further, that the ruins of Thebes are scattered for miles along the Nile; that the remains of Moorish magnificence are still to be seen in the Peninsula; that Venice was at one time the metropolitan city of Europe. Why this mournful change in the spirit of their dreams? is the inquiry that involuntarily starts to the mind: this inquiry History also can satisfy. Thus page after page of our text books on the earth contains statements of facts which, independent of their association with the human race, must become comparatively meaningless and disconnected. The plea may, indeed, be urged that the study of history as a separate branch is inexpedient as these casual allusions may be readily explained by the teacher, at the recitation. But, such chance, volunteer comments on the part of the teacher, in too many cases, fail to impress themselves on the memory; and, at any rate, where there is aught of value at stake, should not be depended on. Beside, do we not carry this principle into other studies, viz: postpone the consideration of one science until it unavoidably arises in another. Do scholars see nothing

of algebra until they stumble on an equation in conic sections; or should they be kept in ignorance of the Greek verb until they are called to grapple with one in Herodotus? We believe not. Let history and geography, then, assume the dignity of separate but sister sciences in the common school, each bestowing an indispensable charm and illumination on the other.

III. *History teaches moral science in a way at once familiar and impressive.* "But the Bible," it will be remarked, "is perfect on the subject of ethics: does not the divine code contain all that is necessary for the moral or religious instruction of the race?" We answer, it does; but what portions of the Bible are adapted by their very nature to impress themselves forcibly on the youthful mind? Are they the Prophets and the Epistles—the doctrinal? Are they not, rather Genesis, Daniel and Ruth, the Life of Christ and the Acts of the Apostles—the historical? The Scriptures, therefore, in one sense of the word, are a history, as much as the writings of Gibbon or Alison. If the Bible is historical, why not make it, then, the textbook from which to teach our youth lessons of truth and integrity? We do: most of our scholars learn its leading facts at home or at the Sabbath School. But, moral lessons can not be repeated too often or varied too much to arrest and fix in a right direction the wayward disposition of childhood. May it not be well to draw illustrations of right or wrong conduct from the world's writers, that may be parallel with those found in the Bible? Do not divines prove a God in History from the records of profane as well as those of sacred literature? Why, then, may not the great principles of correct action be drawn from the doings of man everywhere, as well as of man merely in Judea, Assyria, or Egypt?

Again, history has been defined as philosophy teaching by example: hence, let the examples be numerous and universal. The light of the past irradiates and directs the present: hence, let that light be reflected from the Pagan and not alone from the Christian world; for in both, moral laws, in their relation of cause and effect, in their exhibition of glory and shame, are alike eternal and unchangeable. Does the Bible prejudice our hearts against the indulgence of cruelty by the delineation of a Jezebel and Ahab, a Jehu and Jeroboam, a Herod and Pilate? The secular authors furnish counterparts in a Cambyses or Cleopatra, a Nero or Tiberius, a Charles IX or Philip II. Would it win us with pictures of filial kindness in a Joseph or a Samuel? As exemplars of a similar love, Lady Jane Grey rises before us in England, our own illustrious Washington in America. So, in the approbation of every virtue and in the denunciation of

vice, so far as mere morality, individual or national, is concerned, the sacred and secular pages unite in the mutual enforcement of each other.

But while all the events that have transpired on our earth may be made the subject of the most fruitful reflections, there are some especially suggestive. The mighty changes, for instance that loom up in the horizon of time, whether caused by silent growth or violent revolution, as the ruin of cities or the fall of empires, carry home to the contemplative mind the most convincing lessons of the instability of human affairs. If we ask, with Byron,

Assyria, Greece, Rome, Carthage,—where are they?

—we shall reply in the language of Young,

———With the years beyond the flood.

“That man is little to be envied,” says Dr. Johnston, “whose patriotism would not gain force on the plains of Marathon, or whose piety would not grow warmer among the ruins of Iona.”

Yes, poor Percival was right when he wrote,

—————There is in the roll
Of eloquence and history, which speak
The deeds of early and of better days ;
In these and in the visions that arise
Sublime in midnight musings, and array
Conceptions of the mighty and the good—
There is an elevating influence ,
That snatches us awhile from earth, and lifts
The spirit in its strong aspirings, where
Superior beings fill the court of heaven.
And thus his fancy wanders, and has talk
With high imaginings, and pictures out
Communion with worthies of old Time.

IV. *It is important to understand the history of one's own country.* That an American, for instance, should know something of the settlements of his forefathers at Jamestown and Plymouth Rock ; of the eventful drama in which the “poor Indian” played such a prominent but unsuccessful part ; of Great Britain and the Revolution ; France and LaFayette ; the war of 1812 ; of the gradual formation of these Empire States of the West ; and of the wonderful development of this country in all the resources of physical and intellectual wealth ; of the nature of the old confederation and present republic ; of the Declaration of Independence and the Constitution of the United States :—that every citizen, we repeat, should be familiar with these

things, will hardly be denied. They are, in fact, the elements of true political knowledge ; the plain facts necessary to the intelligent exercise of the American's great birth-right, the election of the rulers of his choice.

The student must not, however, be confined to the history of his own land. The nations of the world are not like the articles of a magazine—distinct and disconnected ; they are bound to each other by a hundred vital, reciprocal relations : by blood, language, colonization, treaty, trade, friendship, possession. History is a unit—all its parts required to make the whole. It is a play : as Berkeley sings,

The first four acts already past ;

The fifth will close the drama with the day.

If, then, there is a common cord of continuity running through the states of our globe, it is plain that, to get a just idea of the real position occupied by our country in the annals of Time, the events which preceded its foundation should be understood ; in other words, Universal History would seem to form an easy and natural preparation to introduce the pupil to that of the United States.

V. History makes the mind liberal and comprehensive in its views. Pope never uttered a fitter sentiment than,

The proper study of mankind is man.

But in what respect ? Surely, not alone in his physical structure or mental characteristics, but also as he appears through Time. What a glorious spectacle to contemplate, man's progress from Eden to America ! glorious, we mean, to be able to recognize amid all the distracting and discordant elements of ages and circumstances the same beautiful Divine idea ever apparent—the moral and intellectual elevation of the race. The Jews may, indeed, have become idolaters ; the accumulated civilization of Western Asia may have been dissipated by the inroad of Turk and Tartar ; Athens may have become silent to the inspirations of Philosophy ; Europe may have languished under the oppression of the Dark Ages : but, after all, do we not to-day, in the light of History, see the finger of the Almighty controlling every one of these mighty changes for the triumphal splendor of the era in which we live ?

From the darkest night of sorrow,
From the deadliest field of strife,
Dawns a clearer, brighter morrow,
Springs a truer nobler life,

Shakspeare said :

All the world's a stage,
And all the men and women merely players ;
They have their exits and their entrances.

In this vast earth-drama, however, the curtain rises for each scene in a different land, and at intervals, not of years, but of centuries. The scene itself, too, has been continually shifting toward the setting sun ; and Berkeley's famous line,

Westward the march of empire takes its way.

is most eloquently expanded in the "Earth and Man" of Prof. Guyot, wherein the perpetually-onward movement of the Caucasian is finely delineated in its ever-westerly bearing, from his first abode, on the Euphrates, to his last, on the Mississippi.

The historian is your true cosmopolitan ; the mere geographer, or traveler, possesses the experiences of the wide world to-day ; the student of the Past goes further, for he is familiar with the world *yesterday* and to-day.

Thoughts akin to these are, in our opinion, of eminent account to youth ; particularly the youth of the present generation. Young America is proverbial for its boldness, its confidence, and its bigotry. This boldness the teachings of History would have a tendency to restrain, by pointing to the miseries of heedless ambition ; this confidence, by showing the liability of the best men to err ; while this bigotry of opinion, this prejudice of place or time, would learn to disappear before that enlightened view of all countries and all times which considers every people as a member of the common household of nations, and all lands as a common theatre where the Most High has chosen to work out the scheme of man's destiny on the earth.

HOME CONVERSATION.

Children hunger perpetually for new ideas, and the most pleasant way of reception is by the voice and the ear, not the eye and the printed page. The one mode is natural, the other artificial. Who would not rather listen than read ? We not unfrequently pass by in the papers a full report of a lecture, and then go and pay our money to hear the self-same words uttered. An audience will listen closely from the beginning to the end of an address which not one in twenty of those present would read with the same attention. This is emphatically true of children. They will learn with pleas-

ture from the lips of their parents what they deem it drudgery to study in the books: and even if they have the misfortune to be deprived of proper educational advantages, they cannot fail to grow up intelligent, if they enjoy in childhood and youth the privilege of listening daily to the conversation of intelligent people. Let parents, then, talk much and talk well at home. A father who is habitually silent in his own house, may be, in many respects, a wise man; but he is not wise in his silence. We sometimes see parents who are the life of every company which they enter—dull, silent, uninteresting at home among their children. If they have not mental activity and mental stores enough for both, let them first provide for their own household. Ireland exports beef and wheat, and lives on potatoes; and they fare as poorly who reserve their social charms for companies abroad, and keep their dullness for home consumption. It is better to instruct children, and make them happy at home, than it is to charm friends or amuse others. A silent house is a dull place for young people—a place from which they will escape, if they can. They will talk or think of being “shut up,” there; and the youth who does not love home, is in danger. Make home, then, a cheerful and pleasant spot. Light it up with cheerful, instructive conversation. Father, mother, talk your best at home.—*The Moravian.*

WRITTEN FOR THE JOURNAL.

THE STUDY OF WORDS.

We have a class of words, derived from the Latin, beginning with the letter C, in which we have inserted for some reason an H. Thus, from

Calx, }
 Calculus, } is Chalk.
 Campus, }
 Camp, } is Champaign,
 Catena; }
 Concatenate, } is Chain,
 Caput, }
 Capital, } is Chapter,
 Capitol } is Chief,
 Canal, } is Chapel.
 Canal, is Channel.
 Car eart, is Chariot.
 Carnal, is Charnel.
 Carmen, is Charm.

Camera, is Chamber.
 Caminus, is Chimney.
 Camisia, is Chemise.
 Castus, is Chaste.
 Castanea, is Chestnut.
 Cista, is Chest.
 Caballus, }
 Cavalry, } is Chivalry.
 Gena, is Chin.
 Cathedra, is Chair.
 Cancell, is Chancellor.
 Cado, Cadens, is Chance.
 Citium, is Chaise.

With regard to the word Chaise, the Lexicographers do not derive it from citium; but it corresponds in meaning. Webster de-

finds it, "a two wheeled carriage drawn by one horse." Worcester, "a light two wheeled pleasure carriage, commonly drawn by one horse," &c. In Smith's Dic. Ant., "citium, a gig, i. e. a light open carriage with two wheels, adapted to carry two persons rapidly from place to place. Its form is seen sculptured on the monumental column at Igel near Treves. It had a box or case, probably under the seat. The citia were quickly drawn by mules. Cicero mentions the case of a messenger who travelled 56 miles in 10 hours in such vehicles, which were kept for hire along the public roads."

This insertion of the *h* probably came to us through the Norman French, for similar words in the Teutonic language, whether derived from the Latin or from original source parallel with it, begin with an *h* without the *c*. Caput, became Hapt, Head. Casa, House. Canis, (Gr. *Kuon*) Hunt, Hound. French Chien, Centum, Hundred. Cors, Cordis, Heart.

We have too a class of words in which we insert a *b*, after the letter *m*, some of which occur in the list above. Camera, Chamber, Caminus, Chimney, is by most persons pronounced Chimbley: Gimblet, becomes Gimblet (wimble.) The proper name Emerson, is very often made Emberson. Fort Hembree in Cherokee County, N. C., we are told was originally *Emory*.

Numerus, number; *Hanus*, Humble; marmor, marble; sumo, makes perfect, sumpsi, part. sumptum; hence verb assume, but noun assumption. Contemn verb, but noun contempt. Seamster, becomes sempster. Sumter, is changed to Sumpter, pr. qi. From similis, like, we have resemble; memini (from mens, mind) remember. In Greek mid-day from mesos and hemera, is mesembria. Treuro, makes tremble. Coma, como, comb. So we have many words ending with *b* after *m*, because the latter is a complete mute (mum) and closes the lips, but opening them again, as almost of course, we must sound *b* and we cannot avoid it without effort. In a similar way *n* and *d*, seem to accompany one another, as tener, is tender; genero, is gender; cinis, cineris, is cinder.

We have another class of words that are formed from others by prefixing the letter *s*, sometimes with and sometimes without much other change. For example:

Mash, smash.
Plash, splash.
Lath, Slat, Sloat.
Wale, swale.
Wash, swash.
Mall, small.

Patent, space.
Pateo, spatium (Lat.)
Eye, see, sight.
Weak, } swag,
Wag, } swage.
Roll, scroll.

Melt,	{ smalt, smelt, smilt.	Bang, spank. Nose, sneeze. Naris, (Lat.) sneer, snore. Craunch, scraunch. Tropic, strophe. Trepo, strepho (Gr.) Taurus, steer. Card, scratch. Pin, spine. Tap, stab. Indus, Sinte (Gipsey.) Hemera, (Gr.) Summer. Purge, spurge. Porcus, spurcus (Lat.) Quarter, square, squadron. Lag, slack. Alapa, (Lat.) slap. Vapulo, Wallop. Punk, spunk.
Mire,	smear.	
Moulder,	smoulder.	
Fallo (Lat.)	Sphallo (Gr.)	
Lime,	slime.	
Tread,	stride.	
Qualm,	Squeamish.	
Wilt,	swelter.	
Wet,	sweat.	
Udo, Sudo (Lat.)		
Wipe,	{ swab, sweep.	
Well,	swell.	
Vermin,	{	
Worm,	swarm, squirm,	
Veer,	swerve.	
Tract (Trabo)	stretch.	
Myrrh,	Smyrna.	

In some instances the *s* may come from Latin prep. *Ex.* as in *Example*, *sample*.

We have a great many common nouns derived from proper names.

Nankeen, Nankin.	Academy, Academus in Athens.
Cambrie, Cambray.	Muslin, Moussul.
Calico, Calicut.	Slave, Schlavi.
Crag, Cragus, Mt. Asia Minor.	Vandal, Vandali.
Damask, } Damascus.	Currant (fruit) Corinth.
Damson, }	Gamboge, Cambodia.
Cherry, Cerasus.	Bayonet, Bayonne.
Argosy, Ragusa.	Copper, Cyprus.
Fustian, name of a place.	Magnet, { Magnesia, Asia Mr
Coach, place of invention.	Magnesia, }
Chimera, a mountain.	Samphire, St. Pierre.
Macadamise, McAdam.	Orvietan, Orvieto.
Ceremony, Caere.	Buhl, from name of inventor.
Simony, Simon-Magus.	Demijohn, Damaghan in Khoras-
Sodomy, Sodom.	san.
Buggery, Bulgarian.	Kersey, Jersey, Cæsarea.
Palace, Palatium, Palatine Hill.	Jalap, Xalapa, Mexico.
Bezant, Byzantium.	Toutine, Touti, name of a man.
Osnaburg, name of a place.	Vandyke, a painter.
Silesia, do do	Machiavelism, Machiavel.
Meander, name of a river.	Port-wine, Oporto, and in general
Tantalize, Tantalus.	wines are named from the
Brigand, Brigantes in England.	place of export.

A specimen of the way in which words are contracted and changed:—*Orpiment* is from *aurum*, gold; and *pigmentum*, paint. *Cul-dee*, is from *Cultores Die*, worshippers of God. *Dabscot*, *Danbridge*—

Court. Saragossa, Cæsar-Augustæ. Jersey, Cæsarea. Jimson-weed, Jamestown-weed. Daisy, is Day's eye. Sous and soldier, from Solidus (a coin.) Mercy, is from miseracordia, pity. Alms, is from the Greek, Eleemosyna. Eel is from Latin anguis a snake; diminutive, Anguilla, then contracted Aguilla, and then still more eel. Autum in France is from Augusto-dunum. Coblentz at the junction of the Mosselle and the Rhine; is from the Latin, Confluentes, flowing together. From the Greek skia shadow, and ourd, tail, we have in Latin Sciurus, then diminutive, Sciurulus; then squirrel-shadow-tail, from its habit of turning its tail over the back. In ordinary conversation we reduce the word *have* to *a*; "he would a gone;" for "he would have gone." We need not wonder at the contractions and transformations words undergo in the Classical languages where we see what is done in the same way in our times.

E. F. R.

HINTS ON EDUCATION.

I call that education which embraces the culture of the whole man, with all his faculties—subjecting his senses, his understanding, and his passions, to reason, and to the evangelical laws of the Christian Revelation.—*Fellenberg*.

Certainly custom is most perfect, when it beginneth in young years; *this we call education*, which is in effect but an early custom. So we see that late learners cannot so well take the ply, except it be in some minds that have not suffered themselves to fix, but they kept their minds open, and prepared to receive continued amendment, which is exceeding rare.—*Lord Bacon*.

— Nature crescent does not grow alone
In thews and bulk; but as this temple waxes,
The inward service of the mind and soul
Grows wide withal —*Shakspeare*.

I think I may say, that of all the men we meet with, nine parts out of the ten, are what they are, good or evil, useful or not, by their education. It is this which makes the great difference in mankind, and in their manners and abilities.—*Locke, on Education*.

In a practical work, which aimed at convincing men that much greater care ought to be taken in the education of youth, this (the foregoing opinion) was an error on the right side. It is not likely that the bulk of mankind will, in practice, ever exaggerate the efficacy of care and culture. But among theorists and philanthropists,

the error is fraught with bad consequences. It leads them to undervalue the experience of the past and to expect too much from new plans of training and instruction, and to vary those plans too frequently.—*Bishop Potter.*

All education is from the nature of mind practical, and the more profound, the more practical. The study that imparts strength, is as useful as that which gives skill to the intellect.—*Anon.*

That is a complete and generous education which fits a man to perform justly, skilfully, and magnanimously, all the offices, both private and public, of peace and war.—*Milton.*

It is evident that such an education, (as that described by Milton,) can be enjoyed by few, and that though enjoyed by all, it would bestow, on but a limited number, the lofty capacities indicated by the great poet. A vast proportion of the walks of human life are humble and sheltered. Let us be grateful, however, that while in such walks we escape the fiery trials which await those who tread the high places of earth, they still afford a safe opportunity for the exercise of the most manly and generous qualities. He may be great, both intellectually and morally, who has filled no distinguished office either of peace or war. Let it rather be our object, then in rearing the young, to form a *perfect character*—to build up a spirit of which all must say:

“His life was gentle, and the elements
So mixed in him, that Nature might stand up,
And say to all the world, *This was a man.*”

Do we ask, then, *what is education*, or what, in the language of Milton, is “a virtuous and noble education?” The answer is ready. It is, whatever tends to train up to a healthy and graceful activity, our mental and bodily powers, our affections, manners, and habits. It is the business, of course, of all our lives; or, more properly, of the whole duration of our being. But since impressions made early are the deepest and most lasting, *that is*, above all, education, which tends in childhood and youth to form a manly, upright and generous character, and thus lay the foundation for a course of liberal and virtuous self-culture.—*The School and Schoolmaster.*

The education required for the people, is that which will give them the full command of every faculty, both of mind and body; which will call into play their powers of observation and reflection; which will make thinking and reasonable beings of the mere creatures of impulse, prejudice and passion; that which, in a *moral sense*,

will give them objects of pursuit and habits of conduct, favorable to their own happiness, and to that of the community of which they will form a part; which, by multiplying the means of rational and intellectual enjoyment, will diminish the temptations of vice and sensuality; which, in the social relations of life, and as connected with objects of legislation, will teach them the identity of the individual with the general interest; that which in the physical sciences—especially those of Chemistry and Mechanics—will make them masters of the secrets of nature, and give them powers which even now tend to elevate the moderns to a higher rank than that of the demigods of antiquity. All this, and more, should be embraced in that scheme of education which would be worthy of statesmen to give, and of a great nation to receive; and the time is near at hand when the attainment of an object thus comprehensive in its character, and leading to results, the practical benefits of which it is almost impossible for even the imagination to exaggerate, will not be considered a Utopian dream.—*Westminster Review*.

That which makes a good government, must keep it so, viz., men of wisdom and virtue, propagated by a virtuous education of youth.—*Penn.*

Vice we can learn ourselves, but virtue and wisdom require a tutor.—*Seneca*.

THE HISTORY OF A FOSSIL.

Hugh Miller in his "Cruise of the Betsy"—a volume of his contributions to the *Witness* newspaper—tells the story of a fossil in this wise:

"Thomas Campbell, when asked for a toast in a society of authors gave 'The memory of Napoleon Bonaparte;' significantly adding, 'he once hung a bookseller.' On a nearly similar principle I would be disposed to propose among geologists a grateful bumper in honor of the revolutionary army that besieged Maestricht. That city, some seventy-five or eighty years ago, had its zealous naturalist in the person of M. Hoffmann, a diligent excavator in the quarries of St. Peter's mountain, long celebrated for its extraordinary fossils. Geology, as a science, had no existence at the time; but Hoffmann was doing, in a quiet way, all he could to give it a beginning: he was transferring from the rock to his cabinet, shells, and corals, and crustacea, and the teeth and scales of fishes, with now and then the vertebræ, and now and then the limb bone of a reptile. And as he

honestly remunerated all the workmen he employed, and did no manner of harm to any one, no one heeded him. On one eventful morning, however, his friends, the quarriers, laid bare a most extraordinary fossil—the occipital plates of an enormous saurian, with jaws four and a half feet long, bristling over with teeth, like *chevaux de frize*; and after Hoffmann, who got the block in which it lay embedded, cut out entire, and transferred to his house, had spent week after week in painfully relieving it from the mass, all Maestricht began to speak of it as something really wonderful. There is a cathedral on St. Peter's mountain—the mountain itself is church land; and the lazy canon, awakened by the general talk, laid claim to poor Hoffmann's wonderful fossil as *his* property, he was lord of the manor, he said, and the mountains and all that it contained belonged to him. Hoffmann defended his fossil as he best could in an expensive law suit; but the judges found the law clean against him: the huge reptile head was declared to be 'treasure trove' escheated to the lord of the manor; and Hoffmann, half broken-hearted, with but his labor and the lawyer's bills for his pains, saw it transferred by rude hands from its place in his museum, to the residence of the grasping churchman.

The huge fossil head experienced the fate of Dr. Chalmer's two hundred churches. Hoffmann was a philosopher, however, and he continued to observe and collect as before; but he never found such another fossil; and at length, in the midst of his ingenious labors, the vital energies failed within him, and he broke down and died. The useless canon lived on. The French Revolution broke out; the republican army invested Maestricht; the batteries were opened; and shot and shell fell thick on the devoted city. But in one especial quarter there alighted neither shot nor shell. All was safe around the canon's house. Ordinary relics would have availed him nothing in the circumstances—no, not 'the Three Kings of Cologne,' had he possessed the three kings entire, or the jaw-bones of the 'eleven thousand virgins,' but there was virtue in the jaw-bones of the *mesasaurus*, and safety in their neighborhood. The French *savans*, like all the other *savans* of Europe, had heard of Hoffmann's fossil, and the French artillery had been directed to play wide of the place where it lay. Maestricht surrendered; the fossil was found secreted in a vault, and sent away to the *Jardin des Plantes* at Paris, maugre the canon, to delight there the heart of Cuvier; and the French, generously addressing themselves to the heirs of Hoffmann as its legitimate owners, made over to them a considerable sum of money as its price. They reversed the finding of the Maestricht judges; and all save the monks of St. Peter's have acquiesced in the justice of the decision."

From the Spirit of the Age.

THE STATE OF FRANKLAND.

If the American mind will discontinue for awhile, the unsatisfactory study of present social phenomena, a brief history of this ancient sovereignty may not be devoid of interest. Fanaticism gave it existence, the triumph of reason caused its decline, and patriotism heralded its fall. At the close of the Revolutionary war the United States was involved in heavy responsibilities, and it was necessary to devise some means by which this large debt would be liquidated. Congress solicited the States owning vacant lands to throw them into a common stock to pay this debt. The request was not disregarded by North Carolina, for in 1784 the General Assembly ceded her western lands and authorised her delegation in Congress to execute a deed, provided Congress would accept this offer within two years. The pioneers of the west, having experienced many misfortunes and hardships, discovered in the act of 1784 much to censure; and on the 23d of August, 1784, a Convention assembled at Jonesboro', electing John Sevier, President. "They resolved that a person be despatched to Congress to press the acceptance of the offer of North Carolina; and adjourned to meet again at the Court House in Washington county, on the sixteenth of September in the same year. The General Assembly of North Carolina met at Newbern on the 22d of October, 1784, and repealed the act of its former session, in consequence of which the Convention at Jonesboro' broke up in confusion."

The counties of Greene, Sullivan and Washington constituted the State of Frankland, and on the 14th of December, 1784, five delegates from each county met at Jonesboro' and formed a constitution which was ratified by the people. Langdon Carter was Speaker of the Senate, and William Cage, Speaker of the House of Commons. John Sevier was chosen Governor, and other officers, civil and military, were appointed.

The General Assembly of the State of Frankland informed Gov. Caswell that the people of the counties of Greene, Sullivan and Washington, had declared themselves sovereign and independent of the State of North Carolina. The Governor, with that prudence and firmness so characteristic of a great mind, issued the following proclamation, in which he states that "the act of cession had been repealed; its repeal voted for by those now engaged in the present revolt; that the authority of North Carolina, executive, judicial and legislative, had exercised a tender regard for the people of the West; and had granted them judges to decide on their property and rights

and military officers to protect them. He denounced the revolt as a rank usurpation, the general government deriving no benefit. (the object of cession act of 1784) the revenues of North Carolina had been seized and the authority of the law defied. These measures would bring ruin to themselves and dishonor to their country. He warned all persons engaged in this revolt to return to their duty and allegiance to the State, and pay no obedience to the self-created authority of Frankland, unknown to the constitution and unsanctioned by law. He informed them if this advice was not heeded, they might be assured that the spirit of North Carolina was not so damped, or her resources so exhausted, that means, even to blood, would be resorted to, to reclaim her refractory citizens and preserve her dignity and honor.

This advice was disregarded; new counties were erected; taxes levied: money appropriated; treaties formed with the Indians, and all the powers and prerogatives of a sovereign State were exercised, notwithstanding John Sevier, their Governor, "had informed them that their grievances were redressed, and advised them to cease all efforts to separate from North Carolina, but remain firm and faithful to her laws."

Their history is but another proof "that revolutions take no backward step." William Coker was elected to represent their case to the Congress of the United States. The imposing parade of office, the host of new officers and their dignities and powers, were formidable obstacles to the restoration of the rule of North Carolina.*

But it was ere long discovered that the treasury was empty and that some plan must be devised to pay this host of officers. Taxes were to be paid in the circulating medium of Frankland, such as they had, viz:—Good flax linen, ten hundred, at three shillings and six pence per yard; good clean beaver skins, six shilling each; raccoon and fox skins at one shilling and three pence; deer skins, six shillings; bacon at six pence per lb.; tallow at sixpence; good whiskey at two shillings and sixpence a gallon." This system of taxation was referred to in Congress, at the expense of the State of Frankland, by the Hon. Daniel Webster, who stated that the salaries of the Governor and Judges were paid in fox skins, and the fees of the sheriffs and constables in mink skins, and they were compelled to receive the skins at the established price. But, strange to relate, that even this currency was counterfeited by sewing raccoon tails to opossum skins; they being worthless and abundant, and raccoon skins being valued by law at one shilling and three pence.

*History of Tennessee, by Haywood—p150.

But we should remember that public opinion was very much divided between the friends of the new State and the adherents to the State of North Carolina. The loyal and patriotic citizens of every portion of the State, much regretting this revolt, the result of misguided reason and personal ambition, declared through their delegates at Newbern, assembled in November, 1785, a willingness to "bury into oblivion the conduct of Frankland, provided they returned to their allegiance and sent members to the General Assembly of North Carolina, and also appointed civil and military officers to support those already appointed." The year 1786 presented "a strange state of affairs;" two empires existing at the same time over the same territory; courts were held and military officers appointed by both governments to exercise the same powers. John Tipton headed the North Carolina, and John Sevier the Frankland party. Courts, under the authority of the respective States were held within ten miles of each other. The papers of the respective courts, were destroyed: Tipton and Sevier fought and 'feats of broils and battles' were frequent among their adherents. The application of Governor Sevier to Dr. Franklin for aid was refused. Fortunately for North Carolina, Sevier "realized with fearful truth the fable of Gray."

"The child who many fathers share,
Hath rarely known a father's care;
And he who on many doth depend,
Will rarely ever find a friend."

The Legislature of Frankland assembled for the last time at Greenville, in September 1787, and the authority of North Carolina was acknowledged in the the same year.

Thus has the history of this ancient sovereignty been briefly noticed, containing an example worthy the attention of those who are disposed to disobey the popular voice of their States; for since human nature has been the same in every age, like influences will be attended with like results, and their history will be as inglorious as that of Frankland. The history of most nations contains much to interest and amuse. Gibbon's History of Rome is as it were an intellectual bridge, connecting ancient and modern periods, contrasting them, presenting their respective errors and improvements. Herodotus and Thucydides have not thought the achievements of the Grecian mind unworthy of their pens. Thier, while he approves to a great extent of the policy of Cardinal De Richelieu, finds much to censure in the annals of France. Hume and Macaulay delight to present in their most favorable light the brilliant achievements of their country in the arts and sciences. Other historians have re-

recorded the triumphs and misfortunes of American and European States and nations. But where is Frankland's historian? Echo answers—WHERE?

LESSONS AND RECITATIONS.

In the assignment of lessons, and in the mode of conducting recitations, it will be necessary to exercise much good judgment and discretion. One of the most desirable things in a school is to keep the pupils properly employed. If their time and attention are suitably directed to their lessons, they will be kept from many troublesome habits. Idleness is the source of most of the mischief in schools; and he who wishes to have an orderly school, in a quiet way, must aim to give his pupils constant and regular employment.

But, while the teacher seeks to assign lessons, the learning of which will require the close application of the members of his school, he should be careful that he does not overtask them and check their ardor. Some pupils will learn a lesson much more readily than others; and hence it will not answer to adapt the length of a lesson to the capacity of the *best* pupils. It should be brought within the ability of the more moderate members of a class; but it should be such as will demand their earnest application and attention. The teacher should strive to inspire them with a true thirst for knowledge, and cause them to feel that the highest pleasure will arise from the mastery of the greatest difficulties.

The true design of lessons and school exercises should not be lost sight of. It is not to store the mind with words, and rules and problems,—but to discipline it, and fit it for grasping and comprehending whatever may come before it in life; in other words it should be trained to investigate and think. When one of the ancient philosophers was asked what a certain pupil should learn, he gave the following noble reply: "Let him learn that which will be of service to him when he becomes a man." And, I add, he who has acquired habits of close reflection and examination, and a true spirit of self-reliance, has gained that knowledge which will be of essential service to him, life's journey through; while he who has not formed these habits will become a comparatively useless and inefficient man, though his head be stored with the mere contents of all the books ever published.

I repeat again, that the true end of all lessons should be *intellectual discipline*. "The common impression seems to be, that the

mind is to be distended with knowledge, rather than braced with discipline. And much of past instruction has been calculated to foster the idea, that the child, like his own passive verb, is 'to be acted upon.' He is to be *taught*, merely; and somehow, by the agency of talking and explanation, and, as it were, puncturing and rousing the dead flesh of ignorance with an interrogation point, on the part of the teacher, and monosyllabic expressions of easy assent, on the part of the scholar, he can be raised to intellectual life, and transformed from the child in his folly to a man in intellectual things. I need hardly say that this is a mistake in fundamentals; it is an error in doctrine. Do you, O teacher, suffer your pupil to learn *memoriter*? Do you allow him to suppose he has mastered a subject, while he has to rely on your questions in the recitation of it? Do you suffer him to proceed, for instance, in mathematics, without subjecting him to the habit of rigid analysis, and compelling him to see and assign unprompted, a reason for every step, without obliging him to construct his own rules, and thus grow in discipline every day? Then you can never raise the little company of your disciples to the mount of clear vision, and make them strong-minded men; you are rather in the greatest danger of sinking them a thousand fathoms deep in the Dead Sea."

The teacher should incite his pupils so to study their lessons that they may understand them, and give clear and unequivocal proof of their comprehension when called upon to recite. Let this be done thoroughly, and we shall not see so many school-rooms filled with pupils "who *know*, but cannot tell. Pupils who have the knowledge, but cannot find it. They know just where it is; but like a thief's honesty, in the moment of trial it is not there! This *genus* is a large one; and it deserves what editors call a *notice*, though I think not a *puff*. They have studied all science and art, and know everything, and yet know nothing. They seem to be well versed, and 'ready to communicate,' so long as the question-asking teacher manages the 'discharging rod.' They are so ready to *answer* that they seem to overflow with knowledge. But when without this assistance they are called upon for an exposition of what they know, alas! they suddenly find that their knowledge, like farewell emotions, 'lies too deep for utterance.' As it is said of some cutaneous disorders, it has 'struck in,' though, I believe, without producing any congestion at the centre! But, dropping the language of ridicule, we should remember that the pupil *does not know till he can tell*."

Some teachers have a wonderful faculty of "*carrying*," their pu-

pils *over* much ground, without going into it. It would answer about as well, if such should *carry* their pupils on their shoulders over the book closed and sealed. Some parents, too, appear to be perfectly satisfied in knowing that their children are attending to a long list of studies, though they may not acquire any well-grounded, definite or thorough understanding of a single branch. The learning and repeating of certain stereotyped rules in a book are mistaken for a clear understanding and general application of principles. Pupils thus trained will resemble the youth in the following case: Says a teacher: "A lad of seventeen once said to me, with an air of considerable importance, *"I went through Daboll's Arithmetic three times last winter, sir; and I can do any question in the hardest ciphering book you can bring."* I did not dispute him, for I did not doubt that he could, *mechanically*, obtain the answer to almost any question he could find *in a book*, set down under a *specific rule*.— But, presuming that he, like many others, had made figures without *thinking*, I asked him if he could tell me what twenty pounds of beef would come to, at ten cents per pound, provided two thirds of it was fat. After a momentary and awkward hesitation he said, 'If you will tell me what the *fat* comes to I will do the question.'— As I smiled at this, he said with much spirit, 'If you will tell me what rule it comes under, I will do it.' I continued silent for his ludicrous embarrassment prevented my speaking at the instant, when he with great earnestness, exclaimed, 'It is an unfair sum; I never saw such a sum in the book in my life.'"

And thus it is with many; *they do not examine, they do not think*. They have not yet learned that *thinking* has anything to do with an education. The unfortunate lad, just alluded to, had never accustomed his mind to seek for the *why* and *wherefore*. No; that two thirds *fat* he could not digest; he could not put it under any rule; indeed, he had never before seen a question that had any fat in it, and he was entirely unacquainted with the "*trying-out*" process.

It is, often, a fault, with a teacher, that he confines his instruction to the strict letter of the text-book, and rests satisfied if his pupils answer the questions, or solve the problems, of the book, without making any attempt to test their ability to apply the knowledge thus gained. It is wonderful to see how much mere text-book knowledge one may have, and yet possess little or no ability to bring that knowledge to bear upon the practical, business operations of everyday life. A certain man had a son who was considered quite a prodigy in the mathematical department. The father prided himself on the facility and accuracy with which his son would perform all arith-

metical calculations and operations. On a certain occasion he purchased, of a market-man, a load of turkeys. The seller of the turkeys readily reckoned the amount he was to receive for his load; but this did not accord with the purchaser's views. His son Solomon was the only one who could do such questions with sufficient accuracy to suit him; and Solomon was accordingly called, and requested to ascertain what the load of turkeys would come to. With slate in hand, he seated himself, and began making figures. After a suitable time, he was asked for the result. His reply was, "I have not quite got it yet." After a longer time had elapsed, the father again called, with some feeling of impatience, for the answer, when Solomon said, "To tell you the truth, father, I cannot do the question, for I have never ciphered in turkey rule."

Let the pupil be accustomed to receive questions of a practical nature, aside from those in the text-book, and he will study his lessons with the intention of understanding them, and not with the mere design of repeating the words or rules of the book.—*Teacher and Parent.*

COLLEGIATE EDUCATION.

EXTRACT FROM AN ADDRESS BY J. R. THOMPSON, Esq.

Such, gentlemen, are the studies of a collegiate course; but let it be recollected that they are to be pursued only as a means to an end, for the development of the intellectual faculties by their constant exercise. In the study of Latin and Greek, it should be borne in mind that the object proposed to be achieved is not so much the acquisition of an immemorial language, as the discipline of the mental powers to an aptitude of thinking, and to the perception of the most delicate shade of moral excellence. So, too, in the study of mathematics, we should apply ourselves not merely to angles and cubes, but to the attainment of a mode of thought which will make us able to apply severity of reasoning to the most exalted of all human researches—the pursuit of actual truth. And the same rule may be applied with equal advantage to mental philosophy, and to the aspiring researches of the astronomer, that the design in directing the telescope and seeking out the hidden motives of human action, is not so much to achieve a great discovery or to show "how noble a piece of work is man," as to arrive at juster conceptions, through such agencies, of the attributes of that Intelligence, whose handiwork is

shown in the firmament and whose glories are declared in the heavens.

There is yet another view of collegiate education that I feel myself impelled to take, and here, gentlemen, you will pardon me, if I assume the Mentor, for I shall speak to a certain extent from the records of a sad experience. I would warn you, in ranging over the vast field of the expanding sciences of which we have just taken so rapid a glance, against the danger of not acquiring a substantial knowledge of any, in striving after a smattering acquaintance with all. Believe me, there is no humiliation so great as the exposure of the sciolist. Superficial education is the crying evil of the day; and if the isms and ologies of our Northern brethren increase with the same alarming rapidity in time to come as heretofore, we may soon fear that there will be no real scholars in any one branch of scientific or classical investigation. The worst of it is, that your smatterer is for the most part wholly unconscious of his deficiencies, and is quite ready, upon all occasions, to take a prominent stand in any movement that may invite his co-operation. Such men are public evils, and if it be true, as the poet has told us, that "a little learning is a dangerous thing," they, like my lord Hamlet, "have in them something dangerous indeed," which communities and commonwealths may well beware of. How many of our young men are there, who, with the most respectable abilities, become the merest pretenders from this false idea of universal acquisition, and who; with just enough of algebra to unsettle their school-boy arithmetic, and just enough of Archbishop Whately to enable them to mix their figures, can neither make an argument nor solve a problem, but go on, nevertheless, rendering themselves the objects of public derision, until at last they awake too late to a dreadful consciousness of the distressing fact? What they know of the classics, it would be difficult to conjecture; but their recollections of history may be summed up in the words of the song,

Old Home wrote Virgil's *Bucolics*—

The blind poet begged for his bread—

King Charles the First cut up such frolics,

That Bonaparte cut off his head.

Wellington's cat had his day out,

Milton declares 't'was a tabby,

Garrick found Botany Bay out,

And Hamlet built Westminster Abby.

Folly could not farther go than such learning as this. Rely upon it, it is better to know that two and two make four, and to be able to prove it, than to talk flippantly of sine and cosine. It is better to know thoroughly the simplest elements of grammar, than to discourse

obscurely of syllogisms and enthymemes. With the unlettered many the smatterer may perhaps pass for a profound scholar; but the really well-informed gentleman will instantly detect the false plumage which he displays. Among the inimitable essays of Elia, there is none more charming, as a revelation of his inmost being, than that in which he describes a ride with "one of the old school-masters," whose superior depth of information overwhelmed him with confusion at every advance.

But we will suppose the student to have completely mastered the whole circle of the sciences, and to have made the beauties of ancient and modern literature his own. We will suppose him to have overcome every obstacle in his way, and to have written himself a man of letters, as far as thorough scholarship can make him so. In the view which we have already taken, he is still but half-educated; for to all this there must be superadded a far better and more enduring portion—a "something more exquisite still"—the safeguard of pure and lofty principles of character. Without these, he will find science a delusion and fame a snare. Philosophy in their absence will shed but a dubious light, and science, with its full effulgence, will but "dazzle to blind." "Wisdom," we have been told by one who walked in wisdom's ways, "is more of the heart than of the head." "The mind," says an eloquent writer, "may be likened to a majestic altar, which the hand of Deity hath built up within us for the solemnity of his worship. The heart is as the votive lamp, which burns before the shrine, giving light, and softness, and warmth, to what, without it, would be a dark and cold, although a glorious thing. Strive, then, to light the flame." Need I add any thing to such language as this? Then would I say that every consideration of patriotism should impel you to do so. Remember that it will be of little avail to diffuse "useful knowledge" among the people, unless we also enlighten them with the precepts of a Divine morality. The records of the past will assure us, on every side, that something more is necessary than mere knowledge among the people, to make great and prosperous States. These same records are not wanting in the names of highly cultivated men, who have sent forth the most fatal and debasing principles that ever poisoned the waters of social life. Who will say that in that carnival of crime, with whose horrid pageantry France bewildered and terrified mankind, Science did not join in the frantic procession, Learning in the garb of a Bacchante, did not move to the vibrations of its stormy music and lift up an *Io Pœan* amid the outcries its of mob?

THE TEACHER'S ACCOUNTABILITY.

Do not for a single day forget that you are but an agent of the Great Teacher, and that he will call you to give a strict account of your stewardship. Daily go to Him for the instruction you daily need. He can teach you how to teach; he can aid you in all your efforts. Confide in him, and he will not disappoint you. You need much of his spirit to guide and sustain you; much of his wisdom to assist you in your important work. Let your whole life, and all your words and deeds, be strongly marked by a truly religious spirit,—and in every way do what you can to induce your pupils to feel that they are accountable to their Creator for all their deportment, and for the manner in which they attend to all their duties. By your own pure and Christian character, lure them to love and practise all that is “lovely and of good report,”—and in blessing them you will be doubly blessed.

Your chosen work is one of the most important and ennobling ever intrusted to mortal, and it calls for high qualifications, for excellent and lovely traits, for hearts and intellects well disciplined and ready for every good effort. Unless you *are* what you would have your pupils *become*, you can hardly hope to make them what you *ought* to be, but *are* not. In your daily walk and conversation you must ever exemplify the correctness and the value of the views and principles you would inculcate in the hearts of your pupils. Strive, therefore, to be unto them as a “living epistle,” plain and full of instruction.

I have somewhere read that Napoleon, on his departure for Belgium, thought it prudent to guard with extra care against the dangers which threatened, having all Europe leagued against him. He therefore sent for a skilful and accomplished workman, between whom and himself the following conversation was held.

Napoleon. “Do you consider yourself competent to make a coat of mail of such texture and strength that no weapon whatever can penetrate it?”

Workman. “I think I am.”

Napoleon. “I wish you to make one with as little delay as possible, and for the same you shall receive eighteen thousand francs.”

Workman. “The article shall be ready in the shortest possible time,—and the compensation you offer will well reward me for doing the work thoroughly.”

The work was speedily performed, and on an appointed day the artificer took it to the palace. Bonaparte examined it with much

care, and then requested the maker to put the armor on. The man obeyed, when the Emperor, taking a pistol, said, "We shall now see if this work is of the texture and strength you promised." He then fired at his breast and at his back, time and again; but the armor proved sure proof against such attacks. Next a long fowling-piece was used, but still the armor proved effectual, and its maker stood unmoved, full of confidence in the completeness of his work.

The delighted Emperor, instead of paying the stipulated price, presented the man with a check for thirty-six thousand francs, saying, "You are one of the few men whose *works* verify their *words*."

And so let teachers go forth to their daily labors with armor bright, and sure proof against the attacks of the ignorant and self-conceited,—ever bearing clear proof that they are thoroughly furnished for the great work before them,—and they will not only receive their stipulated reward, but a two-fold greater, from the consciousness of having labored faithfully and successfully; and ever will their well-rendered efforts be held in grateful remembrance in the hearts of those whom they have led to right thought and action.

I know full well, my friend, under what discouraging circumstances you, and other teachers, may be called to labor;—opposed, perhaps, by the parents for whose children you toil; unencouraged by the wealthy, uncheered by the community; scantily remunerated; your best acts and motives, it may be, grossly perverted and misrepresented; and others, perchance, reaping where you have sown,—so far as the eye of the world is concerned. But be of good cheer. "In due season ye shall reap, if ye faint not. Though clouds and darkness do sometimes gather around you, and others appear to enter in upon, and, as it were, eat the fruits of your patient and skilful culture, yet despair not, despond not; in due time all will come right, and justice will be done.

It is recorded of an ancient king of Egypt,—one of the Ptolemies,—that he employed a celebrated architect to construct a magnificent light-house for the safety of shipping, and ordered an inscription in favor of himself to be engraved on a conspicuous part. The architect, though inwardly coveting the honor of such a record for himself, felt obliged to comply with the king's order; but he made the inscription on a plaster resembling stone, but of a perishable substance. After the lapse of years this crumbled away, and the next generation saw another inscription, recording the name, not of the king, but of the architect, which had been secretly engraved on the durable stone, beneath the perishable covering,—a lasting memorial of the skill of him who planned and reared the colossal structure.

And thus, my friend, will it be with you, if you are faithful to your high trust. The lines which you are daily writing, and the impressions which you are hourly making, upon the young and susceptible minds and hearts of those under your training, will grow broader and deeper and brighter through all coming time, and the impress of your heart and moulding hand will become distinctly visible, and stand as an ineffaceable honor to your fidelity and skill. Then go patiently and hopefully to your noble work, and in the time of the true harvest you shall come again rejoicing, "bringing your sheaves with you."—*Teacher's Assistant.*

PATIENCE.

If there is any work that calls loudly and constantly for the exercise of patience, it is that of the teacher. His labors are arduous under the most favoring and favorable circumstances. The good seed sown in the school-room during the day may be rooted up by other hands in the evening, and, more than this, tares may be sown instead. Day after day will you, my friend, be called upon to *undo* and do over; and at times your very soul will almost sink within you, and exhausted Patience be ready to take her flight. But let her depart not. In the expressive words of another, "Lift up your eyes to the fields; they are white already to harvest. With the blessing of Providence go to the field of your slow, patient work. That slowness of the result may be the bitterest element in the discipline.

'To-morrow! and to-morrow! and to-morrow!
Creeps in this petty pace from day to day,
To the last syllable of recorded time.'

Be content to wait for Him with whom *ages* are *days*, and in due season ye shall reap if ye faint not. Go out with faith, with supplication. Ye shall come again in the jubilee and sabbath of the resurrection, rejoicing."

You have an earnest desire to improve, to become a successful and accomplished teacher. This is well. Without such desire you would be an unworthy member of your chosen profession. The great thing is to have your desire controlled and modified by existing circumstances. You wish to have your pupils advance rapidly, —to excel. In your haste to have them do so, be not guilty of overtasking them, or of losing your patience. Do not forget that children often arrive at results by slow and tedious processes. Refer

to your own experience. It has been only by many long years of patient effort that you have gained a mastery of the subjects you undertake to teach. To you they are now perfectly familiar, but remember that this familiarity was not gained in a day. It was only by long-continued effort that you acquired your present stock of knowledge. As you consider this, you will learn to be patient with the little ones, even when they seem to be intolerably dull and stupid. Be very careful to discriminate between what may be called dulness and that which is really nothing but heedlessness. Never censure a pupil for failing, for the fiftieth time, to comprehend a principle, if you are sure he is doing as well as he can. Some minds are exceedingly sluggish in their movements,—some naturally so, and others by mere habit. The former should be dealt with in the most kindly and alluring manner, while a degree of sharpness may not only be allowable, but desirable, towards the latter. I have somewhere seen an anecdote illustrating my point in part. A certain teacher had among her pupils a little Irish lad. She was endeavoring to teach him the letters of the alphabet; but, though an honest boy, he seemed to learn very slowly. After much patient effort, she succeeded in making him acquainted with all the letters but *p* and *q*. The little fellow could not comprehend these, and, time and again, confounded the two. In an unguarded moment, after he had repeatedly miscalled the letters, the teacher shook him, somewhat passionately, and said, in tones of censure, "Patrick, will you *never* learn your letters?" With most imploring looks and words,—such as that teacher will never forget,—he said, "*Plase, ma'am, if you will say them a little asier I'll thry.*" Can you not learn a lesson from this? For wilful or heedless inattention, it may be right to reprove severely; but never for natural dulness.

Every hour of almost every day will your patience be taxed, and sometimes, seemingly, beyond the power of endurance. But be not overcome. Let patience have her perfect work, and be not guilty of word, feeling, or act that will need to be repented of. Recollect that young minds develop slowly, and ever be willing to follow nature's teachings,—“First the blade, then the ear, after that the full corn in the ear.”

NORTHEND.

BAD BOOKS.—A publisher of erroneous and dangerous books assured Semler, that he only gave them to the world in order to *excite inquiry*. “That,” replied Semler, “is to set a town on fire in order to make a trial of the engines.”

RULES FOR THE TEACHER.

1. From your earliest connection with your pupils, inculcate the necessity of *prompt* and *exact* obedience.

2. Unite firmness with gentleness; and let your pupils always understand that you *mean* exactly what you *say*.

3. Never promise anything, unless you are quite sure you can give what you promise.

4. Never tell a pupil to do anything unless you are quite sure he knows how it is to be done;—or show him how to do it, and then see that he does it.

5. Always punish a pupil for *wilful disobedience*; but never punish unduly, or in anger; and in no case should a blow be given on the head.

6. Never let your pupils see that they can vex you, or make you lose your self-command.

7. If pupils are under the influence of an angry or petulant spirit, wait until they are calm, and then reason with them on the impropriety of their conduct.

8. Never yield anything to a pupil because he looks angry, or attempts to move you by threats and tears. Deal mercifully but justly too.

9. A little present punishment, when the occasion arises, is more effectual than the threatening of a greater punishment, should the fault be renewed.

10. Never allow pupils to do, at one time, what you have forbidden, under the like circumstances, at another.

11. Teach the young that the only sure and easy way to *appear* good is to *be good*.

12. Never allow tale-bearing.

13. If a pupil abuses your confidence, make him, for a time, feel the want of it.

14. Never allude to former errors, when real sorrow has been evinced for having committed them.

15. Encourage in every suitable way, a spirit of diligence, obedience, perseverance, kindness, forbearance, honesty, truthfulness, purity and courteousness.

16. Never speak in a scolding and fretful manner, but use tones of gentleness. Some teachers defeat their objects by using harsh and boisterous tones.

Resident Editor's Department.

UNAVOIDABLE DELAY.—Our Paper Mills were compelled to suspend operations, for a short time, and during that suspension the stock of paper on hand was entirely used up. Although they are now in full operation, they are unable to furnish us a full supply, on account of the great demand from every quarter. We shall, therefore, not be able to issue the numbers of the Journal at the time they are due, for some months yet. We will, however, do the best we can, and as soon as we can secure a supply of paper, will try to bring the number for each month out as near the proper time as possible.

PAPER.—While so many enterprises, requiring a large amount of capital, have been paralyzed by the disturbed condition of our country, others are still remunerative. The manufacture of paper has been carried on in the South, profitably and on a large scale, for many years, even in competition with the larger factories of the North. Allowing that the amount produced, heretofore, was sufficient for home consumption, our separation from the North will add greatly to the demand. We must henceforth publish our own books, and these should be printed on paper made at home. What better investment of capital can be made then, than in the establishment of two or three more large Paper Factories in North Carolina?

THE BOARD OF EDITORS.—We feel constrained to make an appeal to those who have been selected as special contributors to the *Journal*, as well as to all the teachers of North Carolina, not to allow the exciting and distracting occurrences of the day to engross their attention, to the exclusion of the peculiar interests of education.

There seems to be a general tendency, during times of excitement, to neglect the young, to allow them to educate themselves, unrestrained by parental authority, or the wholesome influences of the school room.

We feel it our duty to exert all the influence that we can, to counteract this tendency; and we entreat you to aid us, not only by your example and personal influence, but also with your pen. If every number of the Journal could

go forth, filled with the contributions of the earnest, energetic teachers of our State, it would awaken others to new life and interest in the cause. The many thousands of parents, to whom it is sent, would see that the teachers really feel an interest in their work, and they too would be aroused from their state of indifference, and would coöperate with us in our great work.

It is discouraging to us, to be compelled to send out a number of the Journal almost entirely filled with selections, especially at a time when we are cut off from nearly all of our educational exchanges; and even with these sources at our command, we would not willingly acknowledge our *mental* dependence upon our Northern enemies, by showing that we still look to them as our leaders and instructors, in educational matters.

Let us then arouse ourselves; let us assert and maintain our entire independence, in all that relates to education, as well as politically; let us fill our own periodicals with the productions of our own pens; let us prepare and publish our own text books, and train up our children to feel that they are to be citizens of a country that is the most independent on earth—independent of all except Him who is the Ruler of the universe.

INCORRECT EXPRESSIONS.—It is not uncommon to hear men, who profess to be well educated, make use of expressions that are palpably incorrect. They do so habitually and unconsciously; while their language is, as a general thing, unexceptionable, these expressions grate harshly on the ears of the hearer.

Sometimes the sermons of the most eloquent preachers are greatly marred by these blemishes; such too is often the case with some of the most eloquent appeals to the popular assembly.

If those who are guilty of using them, could change places with their hearers, and once experience the shock which they produce upon the ear, we are sure they would spare no efforts to correct the habit.

Who has not heard, and sometimes from the lips of one who might be considered a model, in propriety of language, such errors as; *somewheres, anywhere*—for somewhere, &c.—but we will not attempt an enumeration, as a long list will present itself to any one who will reflect. Let each one try to ascertain which of them he is in the habit of using and strive to avoid them.

Such habits are usually formed when we are children; then let parents and teachers spare no pains to correct them in those under their care.

OUR CHILDREN.—Let nothing interfere with the education of our children.—We must commit to their keeping, a free country; but how long will they maintain their independence, if they are permitted to grow up in ignorance?—Let us foster our Common Schools, and endeavor to make them more efficient.

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SOCRATES AS A TEACHER.

Here and there we find a tale that never grows old. We read it again and again, and always with increasing interest, because there is involved in it a depth of thought from which we do not fail to discover some new gem by each new investigation; or else, because it possesses an electric power that stimulates anew our vital energies, and we go forth from its influence conscious of renewed hopefulness and strength to the conflicts of our daily life. Thus the patriotic American never wearies of the story of the Revolution, nor of the portraiture of Washington. And the Christian never tires of Bunyan's wondrous dream. And so the earnest teacher will never tire of the story of Socrates and the faithful delineation of his character. It is a model for all time. Not that, amid the institutions and the usages of our modern civilization, we can go, like him, to the market and discourse with old and young; or that, with our climate we can go with "unsandalled feet" in winter and in summer, or wear "but one tunic year by year;" nor that, with our powers, we can always and everywhere instruct and charm both the sage and the profligate. But we can catch something of his *spirit*; we can adopt his high and noble aims, and his exalted views of the true design and the proper influence of education; and, though we may feel ourselves to shrink into pigmies when we witness his amazing power of convincing the will of his pupils, still we may ponder the principles and methods he adopted and appropriate them, with success, in our own sphere. Be it true that the theme is "very trite and equally hackneyed," that "every school-boy is supposed to know something of the sage of Athens," still we feel confident that an attentive perusal of the following graphic and original sketch of Socrates, will communicate to every teacher a new interest in his noble work and

a new impulse towards the highest success in it. The extract we introduce, by permission, from an unpublished essay. The triteness of the subject, we are sure, will be amply redeemed by the interest and value of the production.

The personal appearance of Socrates was not sufficiently attractive, most certainly, to win him friends. We doubt very much whether, if he should send up his card, he would be admitted to the fashionable circles of the present time. A countenance defying the physiognomist, a throat full and obtuse, instead of delicate and angular, lips that were thick, and a nose that was flat, slightly turned up, with nostrils broad and expanded,—the farthest possible from Solomon's model of a nose, which was as the tower of Lebanon which looketh towards Damascus,—eyes like a satyr's, scarcely separated by the nose, deep set in his head, and which, when the head was fixed, rolled from side to side,—so that, when a king a question, he seemed as “a bull glaring around him with his eyes downward,”—his feet huge and spray,—generally unsandalled in winter as in summer, on the battlefields as within the walls of Athens,—a form clumsy, uncouth and protuberant, and a gait as awkward as a cow's,—all combined to render him a “monster that to be dreaded need but to be seen,” especially to a people keenly sensitive to every lack of refinement in gesture or motion, fastidious enough to drive from their presence whatever bordered upon the grotesque and the ludicrous.

No wonder Zopyrus pronounced him stupid and heavy. Yet this man so overcame the natural deficiencies of form and manner, by a rigid and careful cultivation of the powers with which God had endowed him, that, when engaged in conversation, his countenance radiant with thought, and his eyes sparkling with intelligence, half concealing and half betraying his irony and humor, those who came to laugh were fascinated to silence, and those who at first desired to treat him roughly lingered as if enchanted with a divinity. “No one,” says Alcibiades, “man, woman or boy, could hear him, or even hear his words repeated by an indifferent spectator, but was taken by surprise and riveted into attention.

* * * * *

Passing on from Socrates as a citizen to Socrates as a teacher, we find again that, as Athens was his home and the people his household, so Athens was his school and the people his scholars. Scorning the sophists, who served only for pay, who wandered from city to city, selling their wares as quacks their medicines, as a panacea for all the ills that flesh is heir to, professing to know everything

and to do everything, solving questions far outreaching the powers of human ken, and fitting men for every department of life, with a fund of unmerchutable information, he went about doing good for the sake of the good itself, gathered with his followers wherever they were to be found, and, professing absolute ignorance, laid the foundation for absolute knowledge. Disdaining the title of teacher, and refusing the office as a mercenary profession, he taught everywhere and on all occasions, regardless of time or place, teaching all he met, and teaching them the thing they most desired to know.

* * * * *

The mind was his book, from which he drew forth the Memnon music of the morning sun of life, and on which he wrote his "living epistles to be read of all men." He felt that to teach, mind must grapple with mind, heart beat in sympathy with heart, and spirit inter-penetrate spirit. It was oral teaching, where the eye explains the utterances of the voice, and the countenance burns with the radiance of thought. His book was his own knowledge, appealing to the heart and the conscience; and the thoughts glided into the mind of the scholar so imperceptibly, he felt them to be as much his own as the air he breathed and in which alone he could exist. Every pupil's authority lay in the solidity of his own convictions, never dreaming that truth was buried in the text-book, or derived its power from the throne whence it had been promulgated. He himself had digested all books,—the books of men and the books of God,—and simply infused into his hearer a part of himself.

* * * * *

When his pupil presented himself for instruction, he first played the part of the exhausting receiver, educing from him his pride of opinion and self-conceit, until he confessed his ignorance and cried out for help. If he endured the process, well and good; if he shrunk from it, he was denounced as a fool. To be ignorant of one's ignorance, was the lowest depth of human degradation. To confess it, was the first stepping-stone to intelligent inquiry. He then put him into an electro-chemical bath, to increase his vitality and give vigor and force to his faculties. And, finally, he fed him with wholesome and nourishing food, that he might be able to walk alone. He taught, as many preachers, first negatively, then positively,—first removing the rubbish from some favorite idea by taking improbable positions and then placing it in every possible combination of circumstances; and if it preserved its purity when tried in this double crucible, it was worthy of preservation; if not, it was rejected.

His pupils came to him, as an old preacher said, rather cynically, of women, "so bedecked with streamers, flags, and ensigns, so miscreate with their vanity and self-conceit, with their foolish notions and evil habits, that he who made them, when he looked upon them, should hardly know them, with their plumes and fans and silken vizards, with feathers in their caps like flags in their tops, to tell, I think, which way the wind blows;" and he soon struck their flags, carried away their plumes and vizards, riddled their sails and shattered their yards, until they looked like old hulks which had foundered at sea; and if then they were willing to follow in his track, a calm sea and fair wind attended them, their masts and spars and sails would be refitted, and they would be made every way strong enough to brave the fury of any storm. But if they deserted him, he left them to their own fate. His method of teaching is comprised in three words,—evolution, involution and revolution. Hence the reason for the saying that he "owed not a little to the double-tongued and all-objecting Zeno."

It has been objected to the teachings of Socrates, on the one hand, that he applied the test of utility to every subject, and rejected everything that would not endure it; and on the other hand, that the tendencies of his teachings were so purely speculative as to be entirely worthless, except as feats of intellectual gladiatorship. Now, he has been called a realist; then, an idealist; now, a Baconian, then a Kantian. Neither is true; and yet both are true. The aim and purpose of Socrates was to withdraw the mind from the phenomena of nature and fix it upon its own phenomena; while the aim and purpose of Bacon was to observe and interpret nature alone. Socrates despised physics. Bacon's contempt of metaphysics was equally hearty. When Socrates was opposing antagonists, whose monstrosities were tricked out in a dazzling, wordy, windy eloquence, his Ithuriel-touch unmasked their deformities, and his repeated blows pushed their reasonings into the imaginary regions of airy nothings. He was more ethereal and spiritual than they all. But when he attacked the mere antiquarian, whose glory resided in a costly library and worm-eaten manuscripts, and who thought that in consequence of his well hoarded lore he was qualified for any office of state, he stripped him of his feathers and presented him before the world as Plato's man.

The fact was, he blended more perfectly than any teacher of whom we have read, the useful with the true, raising his theories upon well-established facts, accurate in his definitions, nice in his discriminations, broad in his generalizations, ascending higher and higher

in his thoughts until he reached up unto God, the great thought of all, and descending to the lowest thoughts of man, that he might elevate him into a companionship with God. He would teach but one thing at a time, and therefore made haste slowly; but he would teach all he knew of that one thing; and open the sources whence more might be acquired. He could not pass over a country forty miles an hour on an exploring tour, to make travelled fools; but he could sit by your side in the old-fashioned carriage, jogging along quietly, expounding the truth to you as Philip did to the Eunuch. Science and art he made subservient to life, and life he raised to its real divinity by its unity with the true and the good. He would join, as would we, the miner and the geologist, the apothecary and the chemist, the brick-layer and the architect, the plumber and the artist,—on the ground that while they may be but the hand and the foot, they are one body. There is no part of any profession which can be termed useless. The chemist is not rewarded for his years of toil, simply because he has discovered a cheap way of refining sugar; nor should the optician date the true value of his discovery of the laws of light from the invention of spectacles. That which ministers to the comfort of our homes is noble; but that which purifies and enlarges the mind is nobler. Geology does well when it opens to us veins of lead and beds of iron; but it does better when it reclothes dry bones and reveals lost creations. Astronomy does well when it guides the lonely mariner across the trackless deep; but it does better when it opens up the glories of other worlds and calls the stars by name. Botany is worthy of earnest study for healing the sick by expressing the juices of the plant; but it is worthier when it reveals all the attributes of Jehovah in the calyx. Surgery displays its skill when setting a broken limb, but it initiates us into the mystery of the holy of holies when it proves the existence of a God. The strong torrents in their gladness make the hills echo with their hollow thunder; but they give verdure to the field and sea-room to the storm-tossed ship. The volcano terrifies us; but it tempers the metal-vein and medicates the living spring. And in all our endeavors, is the reward beyond and above the reward in knowledge itself, as one has said, “herbs have their healing, stones their preciousness and stars their times.”

Such was the teaching of Socrates; and it is no matter of surprise that all Athens went out after him, and all Greece flocked to hear him. No wonder that he swayed a controlling sceptre over the young, changed the morals of the old, and checked the madness of the mob. His was the volcanic power that upheaved error, opened

fresh fields of thought and stimulated the mind to its highest endeavors. His was the power of unconscious tuition, which charmed the ugly face, which players personated upon the stage and potters copied upon their jugs, into attractive beauty, and caused the eye, the voice and the entire mein to speak more eloquently than his words. "When I heard Pericles, or any other great orator," said the profligate, ambitious Alcibiades, "I was entertained and delighted, and felt that he had spoken well. But no mortal speech has ever excited in me such emotions as are kindled by this magician. Whenever I hear him I am, as it were, charmed and fettered. My heart leaps like an inspired corybant. My immortal soul is stung by his words, as by the bite of a serpent. It is indignant at its own rude and ignoble character. I often weep tears of regret, and think how vain and inglorious the life I lead. Nor am I the only one that weeps like a child and depairs of himself. Many others are effected in the same way." A lesson worthy to be learned by parents, teachers and preachers.

A MOTHER'S MISTAKE FATAL.

Who among the children of men requires so much wisdom as the mother of a family? The *statesman* requires wisdom, that he may so advise or direct as to secure the happiness or prosperity of the nation; but should one statesman act unwisely, another may step in to repair the evil, and so his country may be saved from impending ruin. The *merchant* needs wisdom and skill, foresight and tact, that he may guide his affairs with discretion; but should all his plans be frustrated, and riches make themselves wings and fly away at one period of his life, he may have them restored at another; so that at the close of his life he may leave his family in ease and comfort.—The *farmer* needs wisdom in cultivating his land and arranging his stock, so as to bring him the best return for his labor and toil; but should he fail one year to realize his hopes, the next may make up the deficiency. The *navigator* needs wisdom to guide his frail bark over the trackless deep, so that he may escape the rocks and whirlpools which may lie in his way; but should he be unfortunate, and become a wreck, he has a chance of being saved by holding by the rigging, or in his boat, and in this painful situation he may find timely help from another voyager.

But the MOTHER! if she make a mistake in her mighty work, the probability is that it will be fatal. Her little bark, which has just

been launched on the ocean of life, will find many rocks and quicksands and whirlpools in its way ; she, the mother, is to be the pilot for the most important part of the voyage ; and if she fails to guide it aright, dreadful will be the wreck, when it dashes over the precipice of time into eternity. There will be no kind hand to help, no returning seasons to repair the injury ; the work is done ; and eternity will echo and re-echo the dreadful tale of a child lost through a mother's neglect.—*Selected.*

ONE CHOSEN PURSUIT.

HON. THOS. S. BOCOCK.

From all the teachings of history and experience, this lesson may be learned. Unless there be some one favorite pursuit on which the mind will dwell as in the precincts of its own home, to which it will cling day after day, and month after month, unless it can glow and kindle in its embrace ; little that is good, little that is useful, little that is great can be accomplished.

But it may be said that this enthusiastic concentration will produce contraction and eccentricity of mind ; that he who is absorbed by one subject will be a fool on all others. That indeed were a grievous penalty ; but must it needs be incurred ? Of course the concentration alluded to is not absolute but comparative. Proper recreation and other necessary duty must claim their place. The man who is accustomed to long continued, close and concentrated action on one subject will often accomplish more on others in the moments of its relaxation, than the mind ever can whose efforts are too much divided. While Newton and Dr. A. Smith were famous for their absence of mind, other men of enthusiastic devotion to one pursuit have been free from it. And others again have exhibited it who were far from being famous for concentration of powers. It is certainly a concomitant not to be sought for. And none need suppose that by affecting eccentricity of opinion by oddity of manners or negligence of dress, they can either acquire genius, or gain the reputation of possessing it. These at best, are odious weaknesses requiring to be accompanied by other circumstances unequivocally marking out genius to make them tolerable. Without those other proofs they bring contempt and ridicule upon him who exhibits them. If it be the tendency of unity and consistency of purpose and concentration of mind, to produce eccentricity ; still,

at this cost, they are desirable. A thousand considerations demand them.

We have about us on every hand, wasted energies, ruined intellects, and miserable abortions in all departments of mental pursuit. Is it not too often the case that we have crude, complicated, and inconsistent laws, made worse by the manner in which they are administered? Do we not behold the vestal fire dying away on the altar of literature? Are there not in the land immortal spirits groping in spiritual darkness or wandering in the mazes of error, ready to precipitate themselves down the wild steep of infidelity, or to plunge into the abyss of despair, or else to be lulled into that false security from which they shall be aroused only by the dread trump that wakes the dead? And is it not time that reform should be carried out, and that our writers, statesmen, and divines, men in all professions and pursuits, should oftener attain to the full stature of intellectual maturity? Who is he that has the strength of character, and energy of will, to throw aside the allurements and enticements that tend to draw him aside and to devote himself with consistency of purpose and with all the enthusiasm of his character to the prosecution of some one chosen pursuit, such as will call down the approving smiles of Heaven? For it must be remembered that the brightest chaplet that time can afford to adorn the brow of its Heroes, will wither and die, if not watered by the dews and lighted by smiles from on high. Earth has fresh gay flowers in profusion, to weave garlands for the successful.

“But the trail of the serpent is over them all.”

and they require to be washed in the “pure river of the water of life.”

To him who will set himself to this duty the promised rewards are not small. His will be the calm consciousness of a faithful discharge of duty. His will be a life whose smooth course will stretch on amid the thickening trophies of his usefulness; the increasing regards of benefitted and grateful friends;

And “all those holier harmonies of fame,”

“Which sound along the path of virtuous souls”

“Like music round a planet as it rolls.”

Ingratitude is so deadly a poison, that it destroys the very bosom in which it is harbored.

NEGLECT OF THE PRIMARY BRANCHES THE BANE
OF AMERICAN EDUCATION.

It is a fact to be lamented that in this, a country so noted for the general intelligence of its people, there should exist any noticeable fault in the system of education. Yet, if we but glance at the system as it now is, we can not fail to be convinced that there is a palpable neglect of the primary, or common branches, in not only a portion but we may safely say in almost all of our schools. Viewed in the light of its effects upon the rising generation, this is an evil of no slight magnitude, nor is its immediate remedy to be looked for, since neither people nor teachers are making the least effort to correct the error, but are rather helping to perpetuate it.

It appears to be the ruling passion in the breast of an American to do everything in a hurry. Not content to wait and patiently bide our time, we rush frantically on from enterprise to enterprise, priding ourselves on the quantity rather than the quality of our work.

And this same haste is carried into our schools. The youthful tyro, instead of being conducted, step by step, up the "Hill of Science," is dragged with bewildering rapidity through the lower branches, such as Orthography, Geography, Reading, Spelling and Penmanship, all of which are considered far *beneath* his wondrous capabilities, while in some cases he does not even notice all of these. Indeed, it is not uncommon to find in our schools advanced pupils who can not tell how many sounds the letter A has—pupils who may be well acquainted with such studies as Algebra, and who are confident that they are on the high road to knowledge, but whose deficiencies are made painfully evident as soon as the test is applied.

Now it is certainly little credit to a person to have passed through an academical or collegiate course, if he is found unable to write a common letter without making mistakes in Orthography, or blunders in grammatical construction.

The conclusion to which we must then come is, that these branches do not, in our schools, occupy the prominent position which of right belongs to them.

Now who is to blame for this neglect? We can not say it is the pupil, for he is under authority, and is the subject of guidance. Teachers themselves are in fault in regard to this matter.

A teacher enters his school, and being ambitious to do all he can, in the way of seeming advancement, and being affected by the characteristic haste of the race, he at once forms such advanced classes as he deems proper.

He organizes an "Astronomy Class," a "Geometry Class," and a feeble Latin, or a barbarous French class, believing that the rank of his school and his own importance depend upon the number of higher branches taught, and forgetting that "How Much" is less important than "How Well."

Thus, while these branches are beneficial in their place, they are made certainly detrimental to the best interests of the scholar, by causing the sacrifice of his reading, his spelling, or his geography, to the gratification of the vanity of a teacher who cares more for personal interest than for the best welfare of the pupil.

It is also a fact that too many teachers regard the lower branches with contempt. Having themselves dashed through them, they seem not be aware of the need that the pupil should be made thoroughly acquainted with them, as necessary preparation for the higher branches. The direct result of this ignorance among instructors has been their general neglect, which is surely the Bane of our National Education.

But what is to be done? Shall we still adhere to this erroneous method of education, which will lead our pupil every day farther and farther from the right path, or shall every influence be exerted, and every effort made, to bring about a change in this matter?

Only when such a change shall have been wrought will our educational system be reinstated upon its proper foundation, and we, instead of commencing at the top of the structure, be enabled to work more in accordance with the natural order of things, beginning at the lowest step first, and understandingly working our way upward.

Of the evils growing out of this neglect, this lack of the proper foundation is one of the first. A solid foundation is necessary to the support of any superstructure. How long would the body continue to be an active agent in the performance of the various routine of labor demanded by the mind, if the bony structure, or frame work, should prove weak and unfit for its accustomed duty? Or how could we expect the child to become physically developed? And so with reference to education.

How can we expect it to possess the greatest symmetry, solidity and effective power, if it wants its primary basis? Yet many are allowed to pursue a course of study without paying that strict attention to the primary branches, which they, as the very frame work of an education demand.

Again, this neglect occurring as it does in the early part of the pupils course, can never be remedied; for as the twig is bent the tree's inclined."

The errors arising from imperfect training in these branches during this period, become matters of inveterate habit, and no future effort can, with any certainty, secure their correction.

It is also the cause of the great difficulty in classification, in all properly graded schools. This can be seen at a glance. A pupil well versed in Algebra, and Geometry, but who in Spelling, History or Geography, is found to be deficient, will think it derogatory to his dignity to be placed in a lower class, and will be dissatisfied, because he is not placed in an advanced class.

To remove such dissatisfaction, and to reconcile the malcontents to the proper classification, in most schools, is simply impossible. If any classification is effected, it must under these circumstances, be the pitiable product of the pupil's folly, and teacher's weakness.

And the effect of this overleaping of the primary branches by some is paralyzing to the efforts of those who must pursue them, and are able to pursue no others. And why? Merely because every person has within him a spirit which revolts at the idea, that others, no more deserving than himself, should be placed above him in the scale.

And when one class of pupils is made to rank above another, merely because they have the pecuniary means, or the aid of personal influence to sustain them in such a position, the effect is, to render the lower studies degraded, in the eyes of those pursuing them, and to cause them to look with envy upon those, who, while they are classed above them, are still their actual inferiors.

In view then of these evils, which are but a portion of those which might be mentioned, the first effort in the educating of youth should be to instruct them in those studies which will be of the most practical benefit, or in other words, in the primary branches.

And after the foundation has been laid in the mastering of those, an advance may be properly and profitably made to those which are higher, and not before. It becomes the duty of every friend of education, to rise up, and lending both influence and aid, secure the restoration of these much neglected branches, to their true prominence.

A reformation in this matter may be commenced without delay. It may not be completed this year, or the next, but time and effort will eventually bring the desired consummation.--*Teacher.*

By bestowing blessings upon others, we entail them on ourselves.

THE TEACHER A STUDENT.

“What is your friend, the school master, going to make of himself?” I was asked the other day. “He doesn’t like the law, I’m sure, and it is quite certain the Church wouldn’t like him; yet he studies morning, noon and night, as though he had some end in view.” Now I object to this question, and to its whole species and genus. I object, too, to the popular sentiment that puts such questions. But most of all I object to the lamentable facts upon which that public sentiment is based, and which make such disgraceful interrogations possible and legitimate. In what does the value of education consist? In the income of gold it brings? Or in the station it gives? I think not. These are incidental, and of meagre import to its intrinsic and eternal worth. The bar is well enough, and so the pulpit, as means of earthly training; but as ends of human action, unworthy the least of the race of men. Self-culture, that we may know the joys of the infinite, and self-sacrifice, that we may be worthy to possess them—these alone are objects upon which an intelligent faith may rest, and after which a reasonable activity may strive. I shall not wonder, then, if my friend, without aiming at any of the so-called learned professions, still does have “some end in view.” It will not be strange if to him the beautiful is more enduring than the gewgaws of fashionable life; the true, more comprehensive than the scandal of society, and the good something better than that which tastes sweet upon the tongue and digests well on the stomach.

There are grounds then, above the things of time and sense upon which to defend our efforts for culture. These are the true grounds, and the only inexpugnable ones. Here every true scholar should rest his motives, careless of a sensual and utilitarian age.

But, my friend’s industry can be explained and defended by principles less general and permanent, but far more intelligible and satisfactory to our times. None but students can be teachers. True teaching consists in arousing to activity the energies of the human soul; in infusing life and a spirit of earnest endeavor into the minds of the taught. How can the mentally dying impart mental life? How can the spiritually sleeping produce spiritual awakening? “Do men gather grapes of thorns, or figs of thistles?” If minds were *built* like houses, the one whose brain contained the most seasoned lumber might be the best teacher; but since they *grow* like trees, he is the best teacher who can best impart the principle of life.

It is a mistake then to suppose that any teacher, no matter what his

learning, can cease studying for a single year without injury to himself, and injustice to his pupils. This is true, historically as well as theoretically. All great teachers, from Pythagoras to the present, have been great students, too. See the influence of that Greek as it flows down through the centuries ocean wide. To be sure, he had mastered the learning of Europe, Asia, and Africa, but was it a reproduction of this that gave that mighty impetus to human progress? By no means. It was the spirit of Pythagoras that lived after him, speaking in his disciples and arousing distant generations to activity. Many suppose Dr. Arnold gave his whole attention directly to his Rugby School. This is not quite true. He was a live man, and an indefatigable student; as well as a thorough teacher. Between his school hours he was writing his history of Rome, enthusiastically defending or propagating his politics and religion, and at the same time endeavoring, with pamphlets and lectures, to lighten and dignify labor.

Mahomet taught no books, he knew none. But his teachings were by no means fruitless. His school was a great nation. He found it in ignorance and barbarism, and left it prepared to give the whole world lessons in science and civilization. His soul was like a flaming brand to fire his followers with the spirit of inquiry. If he had possessed all the knowledge of the Grecian philosophers, and all the insight of the Jewish prophets, and lacked that enthusiasm that drove him ever forward through the secrets of time and eternity, he might have taught in Mecca until now with scarcely a sect to call him leader.

But we need not multiply instances. The fact and its opposite we have all seen illustrated in our own times and among our own acquaintances. The student succeeds, while the one who rests down in mental indolence retrogrades, is soon called "pedagogue," and is eventually compelled to retire in disgrace from the profession.

Let it be granted, then, that the teacher must study. What shall he study? Himself first. A knowledge of himself, of his powers and tendencies, is a pre-requisite to intelligent effort. The strongest faculty taken as guide will lead to surest success. Let him find this, and then give it reins and stimulus. Some minds need no books. They study the physical sciences in the external world, and metaphysics in their own souls. Such was that of the Mahomet already mentioned. For him the problems of the universe echoed through caves, sounded over deserts, thundered from the skies, demanding solution. On the secluded walls of a university, under Borean skies, Kant read revolutions in all the departments of thought. But we

of more sluggish natures must arouse our dormant energies by friction against the minds and souls of the great and good, ages gone by. Hence the need of books. But what books? There are the sciences manifold—history and the languages—glorious all and well worthy our generous enthusiasm. We may ride them each as hobbies if we choose, so we but ride with whip and spur and ride to the end. For in what has been said in favor of enthusiasm and a spirit of inquiry, I must not be understood to depreciate the value of a well-stored mind. Indeed the latter follows immediately and necessarily from the former. I once heard it asserted and urged in a State Teachers' Association, that if a teacher knew more about each branch taught than any scholar in school, that was all-sufficient; a better education could in no way better qualify him for his position. Of course no one now-a-days dare to take so weak, not to say ridiculous a stand. There can be no limit set to the necessary education of a teacher of a primary school. He should master the deepest deduction of Hegel and the last abstraction of La Place. Not that he need teach them to his pupils; that he could not; but they add to his strength, each forming a new member of that compound lever with which his mind acts upon theirs.

Next above the branches mentioned come the fine arts. These must be studied not so much to feast the soul on individual excellencies, as to find the principles of all excellence, that we may have the power in ourselves to reproduce at pleasure the universally good and true and beautiful. These principles we must carry with us into literature to unify it and render it intelligible. For the best productions of the human mind are the most perfect embodiment of art; and they often lose their literary value because we fail to perceive their artistic excellence. But of all the studies the one most profitable to the teacher is metaphysics. Laugh if you please; it lies at the foundation of all study. We toil and sweat over the other branches of education half a life time, if happily by facts one by one amassed we may remove some doubt; but metaphysics passing deeper into the laws of mind and nature with one generalization sweeps away whole platoons of doubts and sets forth life and immortality in the light of reason. One might study history, for instance, through three lifetimes and die his third death crowned with indifferent success if his plan was to stow away in his memory the deeds that have been recorded. He would be no historian; only an encyclopedia of facts less satisfactory and more perishable than the books he studied. But let him first with Fichte and Hegel show by reason what human history must be in the hands of a God of Reason, and

without the knowledge of a recorded battle he will give a more intelligible and instructive account of the progress of the race than the man of three generations could with all his facts. Indeed, one could give the only true account possible, for he has the only true unifying principle, while the other could give properly no account at all, for he lacks that principle.

For an engineer to run a piece of machinery of whose construction he knew nothing, would not be easy; but to run this unknown machinery, by machinery itself unknown, would be complicated difficulty. Metaphysics alone explain the teacher's powers, and all the machinery and gearing upon which and by means of which he must act, viz: the human mind.

We have been told by Emerson what of literature to read. First, the Bibles of all nations; for they contain the choicest thought of the greatest men of the most cultivated ages. Next, those works which have outlived their times, and become no longer the voice of a man, but of the race of man. What glorious advice for the intelligent poor. He must not, like the populace, begin with the light and flying literature of the stalls, following the shelves of the popular library; for then, though he were as rich as Cræsus, and had the capacity and digestion of the Midgard serpent, spend and devour as he might, he must starve in mental and physical poverty, garrulous but disregarded, he must pass away into speedy and merited forgetfulness. If he is poor let him fast—no unfitting sacrifice for the stomach to lay on the brain's altar—and, with the money saved, buy the Bible and Shakespeare. When he has devoted the leisure of ten years to their careful study, superior intelligence will have gained him such preferment that he need not fast to buy Homer, Goethe and Hegel. These will occupy all the days and nights of his allotted years. An oracle of the nations, he shall approach the portals of the grave; renown shall sound her trumpet at his burial, and fame perpetuate his memory.

The course of life here indicated leads directly to two attainments—the highest sphere of usefulness here, and the richest rewards hereafter. But incidentally it secures what the whole world runs after in vain, happiness and length of days. For happiness is not a something fixed that may be obtained and held; but a something changing from good to better in infinite progression. Nor have days weeks and years an *absolute* length. They are only long in proportion to the contents we put into them. How short to the contemplation is a journey across the ocean. No objects to fix the memory upon, no variety to extend the thought. Weeks pass and become

but moments to the recollection. So a life of ignorance, quick in its passage, seems to shorten more and more till in death it ends and is lost forever. We cross a continent with its mountain chain and river courses, its deep lakes and tangled forests, and the time spent dilates as it passes into memory. So a life of mental activity with its mountains of difficulty surmounted, its river courses of thought traversed, its lakes of speculation sounded, its forests of doubt removed, slow in passing, grows in recollection. We look back through ages of delicious thought where the moon has measured off but months; as, in a dream a moment long, we sometimes live for years.—*Mo. Educator.*

“PAPA SAYS HE THINKS I DON’T LEARN MUCH.”

A hard working, conscientious, anxious teacher was the first lady in the primary department of the village school; her duties weighed heavily, too heavily, upon her young mind, and even impressed upon the countenance a look of deep solicitude. Applying herself with diligence—now in hope, now in despondence—she had at last come to contemplate the result of her labor with some satisfaction. With feeling of justifiable pride, she looked especially upon the attainments of two interesting children of the same family. Secure, as she imagined, in the affections of the young minds, she had begun to reap the teacher’s peculiar and most gratifying reward. Little did she suppose that this happier part of her remuneration could be wrested from her. Aware of the too often unrewarded efforts of those of her own class, she now longed to say to those who bemoaned or despised the ill paid life of the teacher, “You have not yet discovered the source of our rewards.” The bread which she had cast upon the waters, was now, after many days, being found.

But see another instance of the uncertainty of human happiness! Those, only, who have been engaged in the warfare against ignorance and all its vile associations can understand the withering, stinging injury she experienced, when one morning one of the two much-loved pupils with child-like frankness, approached her and said, “Papa heard me read this morning, and he says he don’t think I learn much.” What discouragement, what blasting of all worthy aspiration this seemingly trivial expression was calculated to produce, only those who have been in a similar situation can know. To labor thus assiduously, and then to be thus appreciated! it was enough to dispel all that brighter aspect which her duties had so lately assumed, and to renew with triple force the former fits of despondency.

He who thus exhibits his ingratitude must be ignorant of its power, or he must be destitute of ever worthy principle—one of earth's most loathsome inhabitants. A happier lot would be the teacher's if he had to contend only against the ignorance and vice of his pupils. It is hard counteracting parental influence, but it is not ever thus that it is found opposed. A consoling reflection is presented in the thought that persons capable of *such* meanness are not worthy the least moment of the teacher's disquietude. "Fret not yourselves because of evil doers."

I

WRITTEN FOR THE JOURNAL.

LEARN TO WORK.

There are many in this age of the world who are trained up to think manual labor disreputable; and some of them too, within the sphere of our observation, of very limited means, living in dependence upon their friends, but month after month loiter about, without ever being seen with any implement of labor in their hands. It is a great evil of the times, and very injurious to the rising generation, to think it beneath their dignity to labor.

They have friends to support them, or they belong to a family that once stood high in the world. We speak not now of those who live by disreputable means, of whom there are some in almost every community. And let us suggest some considerations to show why the young should learn to work.

1. This was the lot of Adam and Eve even in Paradise. They were put there "to dress the garden and to keep it." A commentator says of this; "man even in a state of innocence and surrounded by all the external sources of happiness was not to pass his time in indolent repose. By the very constitution of his animal frame, exercise of some kind was absolutely essential to him, and a peculiar honor is put upon the pursuits of agriculture by their being appointed as the occupation of the head of the human race in his primeval state. Simple labor in the tillage of the earth was not a part of the curse incurred by transgression, but was the destiny of man from the first."

So the great poet makes Adam say:

"Man hath his daily work of body or of mind
 "Appointed, which declares his dignity
 "And the regard of Heaven on all his ways;
 "While other animals inactive range
 "And of their doings God takes no account."

2. We have the example too of the second Adam; who if not in the time of his public ministry, yet in all the early part of his life till thirty years old according to the common belief, worked at the trade of a carpenter. Here is certainly an example to dignify labor. The Son of God working with his own hands to support his mother and the family. Look at him with his hard hands, and earning his bread by the sweat of his brow, ye indolent youth, who must always wear your kid gloves to keep your hands soft, and are as much afraid of dirt as of a serpent. He not only taught men how to live morally and religiously, but to labor and practice economy.

3. Manual labor, and in the open air is necessary for health. For want of this, even though men may employ their minds and live by their wits, how sickly and puny multitudes are. Nature requires that they should exercise; and that not merely for the sake of exercise as an end; for it will do little good to think all the time, "I am doing this for my health." There must be something useful and beneficial to some one; something to interest the mind. The man who was compelled, by way of punishment to turn a grindstone, on which nothing was ground, said he would rather starve.

Labor to produce something at the same time that you promote your health and strength.

"Toil, and be strong. By toil the flaccid nerves
Grow firm and gain a more compacted tone;
The greener juices are by toil subdued,
Mellowed and subtilized; the vapid old
Expelled, and all the rancor of the blood."

4. Though the young may inherit great estates, yet how often, by luxury, by intemperance, by knavery, by the providence of God, are these estates dissipated, and those who began life rich, are long before it ends left in poverty. And if they who are thus left, have never in early life learned to depend upon themselves, they are objects of pity. Poor, and too proud to work: we once knew a man of this kind, who descended very low in the scale of society, and then maimed one hand so as to disenable himself to work. We know a very wealthy man in the south west, who has only two children, a son and a daughter, and he said he did not want his son to know that he was wealthy. Habits of self reliance, of application to business; of industry, and economy are invaluable to the young. Though they are naturally averse to these, and a great theologian once said that laziness is a part of original sin.

5. "It is good for a man, that he bear the yoke in his youth;" is the language of the Bible.

Labor tends to curb the impetuous passions of youth, and to bring them into subjection to rightful authority. Where do we see disorders in families; disturbances in neighborhoods; rebellions in colleges, more than among those who have been raised to do nothing. It seems almost as if the very idea of authority, either of a parent, a teacher or of a magistrate, had vanished from the minds of the young; as well as respect for age in general, for which some of the ancient nations were so much noted.

It is one of the great sins of this age. And they who know better, but for their own wicked purposes encourage this spirit, know not what they do. A lady, who is a mother, and a step-mother, remarked lately, that she feared we should be visited with the judgments of God, on account of the prevalent disregard of parental authority.

6. Habits of labor will keep men out of the way of temptation.—It is an old saying that “the devil always has something for idle hands to do:” and “an idle man’s brain is the devil’s work-shop.” A plenty to eat, and nothing to do made Sodom what it was. And the same effects will follow the same causes everywhere.

7. We have the examples of many who have prospered in business; risen to eminence, and filled high places in the world, who have learned to labor in their youth; who have known what toil and hardships were. While those who have been nurtured in the lap of ease have sunk, in general, into obscurity.

It may be sufficient to cite the case of our own Washington, whose name is as bright as any on the page of history.

“Almost from infancy his lot had been that of an orphan. No academy had welcomed him to its shades, no college crowned him with its honors: to read, to write, to cipher—these had been his degrees in knowledge. And now at sixteen years of age, in quest of an honest maintenance, encountering intolerable toil; cheered onward by being able to write to a schoolboy friend, “Dear Richard, a doubloon is my constant gain every day, and sometimes six pistoles;” “himself his own cook, having no spit but a forked stick, no plate but a large chip.”

But he rose to be the first in war, the first in peace, the first in the hearts of his countrymen. Let the youth of our land look at his example.

EPHOROS.

Danger should be feared when distant, and braved when present.

WHAT SHOULD BE THE PROMINENT OBJECT OF ATTENTION IN FEMALE SCHOOLS?

Education cannot be too highly estimated; but to secure its good effects, it must be adapted to the circumstances and condition of the individual upon whom it is to be bestowed. To give the education suitable to the bar or the medical profession, to the African upon one of our plantations if it could be done, would be no blessing to him but a curse; and yet an education suitable to the slave, is as great a blessing to him as a proper education is to the lawyer or the physician. Compare the condition of a servant that has been carefully trained by a kind and judicious master, to habits of order and obedience, and instructed in such knowledge as shall fit him for his station, with that of one who has been neglected in those respects, and consequently, whose whole life is a conflict between his natural indolence and self-will, and the chidings and authority of the master—and you may easily perceive the benefits of education in his case. So it is with all ranks and conditions in life. An education that qualifies men to perform their duties with dignity and efficiency and to sustain all their relations in the several spheres in which they are called to move, is of the highest and most unquestionable importance.

But in our land of freedom, where education and talent are the “sesame” to the very highest offices and stations, and where the means of education are within the reach of all, it follows that so far as the natural or mental powers are concerned, there is no danger of too high culture; for if they are educated above their station, they will rise above it, and no power of caste or other social barrier can prevent.

But what should be the education of woman to fit her for the position in life that she is to occupy? It is vain, even though you claim for her an equality of mental endowments, to contend that she should be subjected to the same system of training, in every respect, as the other sex; when it has pleased an Allwise Providence to allot to her an altogether different station and calling in life. In all countries not blessed with the light of Christianity, woman is a slave; and her education has been such as would qualify her most effectually to administer to the pleasures, caprices and interests of the other sex. To Christianity, then, she owes all her dignity and elevation; and the final cause is obvious—that following the example of her divine Master, she should exercise her powers (the more highly cultivated the better,) for the amelioration of a sinful world.

If her intellectual endowments are equal to those of man, let them be trained to the highest point of improvement, but always in subjection to the moral powers and authority of conscience. A high culture of the intellect better prepares her to exert that influence, beginning, as it does, with the first dawnings of the infant mind, and continuing through every period of man's existence, which tends to the purification of the social polity here, and fits it for a higher sphere of enjoyment when this life is ended.

The great business, then in regard to females, is not to give the greatest amount of accomplishments or to make the greatest number of acquirements in the least given time, until the school days are over, which will then, perhaps, be thrown by to engage heart and soul in all the requirements of fashionable and conventional life; but, on the contrary, along with the culture of the understanding and reflective powers, there should be a constant attention given to the development of the moral functions and the formations of virtuous habits—habits of order and industry—of truthfulness and self-government, as well as all others that pertain to the dignity and worth of woman. However near according to the poetess woman may be allied to the angels, it must not be supposed, taking our fallen nature into the account, that the virtues of the heart are to spring up unbidden, or that the noxious weeds of passion and false sentiment are to be rooted out without the careful hand of the moral cultivator. One of the first lessons, then, for the female pupil to learn is self-government—to learn the art and acquire the requisite strength to subject all her inclinations and propensities to the control of reason and conscience. Nor is it to be supposed that this is an easy task. To be able to act right, when the inclinations impel her to wrong, is far from easy; nor is it to be accomplished until after repeated attempts and failures. No young persons can be said to have taken the first step in moral improvement, until his or her sentiments and opinions are so far enlisted on the side of right, that every appeal to the moral sense will be responded to, and the authority of conscience acknowledged. Whenever, after being reprov- ed for deviations from the path of duty and rectitude, they reply either by look, word, or action, with "I don't care," little good can be expected of them.

To return, then, to our question: What should be the proper course of training for the female mind? We would reply, to adopt such a system as shall develop the reflective and reasoning powers to the highest point of which they are susceptible, yet in entire subser- viciency to the culture of the moral nature. The teacher should

watch anxiously for every instance of the sacrifice of her own wishes the pupil may make to a sense of duty—for every improvement in truthfulness, in acquiring habits of order, neatness and industry. She must be made to feel that her influence, her dignity and power consist in being good and doing good. That the perfection of her womanhood is found in her becoming a ministering angel to a world lying in sin, and consequently misery. In all her relations of life, as daughter, sister, wife, mother, friend, acting in such a manner as to confer the greatest amount of joy and happiness on all around her. It is her glory to be found at the bedside of sickness and suffering, to have heart and hand open to the tale of sorrow and affliction—but above all, to be the unwavering friend of that Saviour to whom she owes her dignity and elevation. Thanks to a kind Providence, there is a moral sense in every uncontaminated female breast that pleads for virtue. With a proper appeal to the hearts of the young, there are few who would not prefer to be ministering spirits at the bedside of the sorrowing, rather than gay and thoughtless devotees in the halls of pleasurable amusement. But though her sentiments may be right, yet there is an evil element in her nature that leads her constantly to swerve from the course of duty. Conscience may approve the right, but passion pleads for wrong, and this leads to what should be the first and all important step in female education, viz: the untiring effort to bring the whole life and character in total subjugation to the principles of our Holy Religion. God, in his word has held out the most urgent invitations to the young, and has promised to all those who will yield to his control, the aid of his blessed spirit, by whose agency we are assured we shall be enabled to obtain what should be the first object of our probation here—the purification of the heart.—*Southern Teacher*.

HARRY.

Harry was a little boy of four years. His parents lived a mile from the school-house, and it was a toilsome journey on the warm summer mornings for him to travel over the long hills, and very glad would he be when the half-way resting place was reached.

When school began Harry did not anticipate much pleasure, in fact, he really dreaded the “fiery ordeal,” and it required many persuasions to induce him to start willingly the first morning.

But the teacher was very kind and spoke to him so pleasantly that he soon became quite fond of going to school. One day, some-

little cousins came to his mother's, and Harry was told that he might stay at home with them. "I should like to," he replied promptly, "but I can't, teacher said she should want to see me and I must go to school. We'll have a good play when I come back."

So Harry went to school, not willingly losing a day, and if he had learned nothing else he acquired a love for teacher and school that amply compensated the trouble of sending him.

Such should be the endeavor of every teacher to awaken and fasten a love for the pursuit of knowledge and for the place of instruction in her youthful charge, and to make them willing to forego trifling pleasures for those connected with the happy school-room, its noiseless tread, its pleasant views, its well-learned lessons, and rich store of information.

LABOR SAVING.

It is admitted that this is a progressive age, and that improvements are being made in all pursuits. Machines of all kinds for labor saving are the inventions of the day. This is well. The labor saving mania has also found its way into the school-room. Efforts are made to improve text books, and in other ways to lighten the toil of pupil and teacher. This too is well, so far as it is healthy; but in some instances there seems to be a tendency to an extreme, that may weaken instead of strengthening efforts. Do we strengthen the arm by a machine that will accomplish its labor for it; or become strong in any way by the careful, healthy exercise of another person?

The following was found in the preface of a text book, showing the author's opinion of school labor, and best means of improvement: "At the bottom of each page are capious questions, having a phraseology similar to that of their respective answers, so that the learner sees at once what should be committed to memory. The great number of questions, their arrangements at the bottom of the page, and their peculiar adaption to the required answer, save much labor, and vexation to the instructor as well as the scholar." Here then, is a universal panacea for all class trials. A *copious* one. An intellectual labor saving machine, asking and answering all questions at a glance.

How earnestly the pupil will labor to gain some means of expressing thought, when all he has to do is to find the few words that will answer the machine work! How careful will be the investigations of the teacher, if he do no more than a machine, which might be in-

vented to place before the pupil the question, to which he can so readily find the answer! Some may have seen books where the questions were at the end of the chapter or bottom of the page, and the answer necessary carefully marked out on the page by the pupil.

I will take but one instance from a book nicely marked through in this way. The sentence reads thus: "Nor is there anything more valuable than the knowledge (of ourselves) and the knowledge of men, except it be the (knowledge of God) who made us, and our relations to him as our Governor."

The questions for the sentence were, "With what creatures is it most important for us to be acquainted? What knowledge is not less important than that of mankind?" The answers are marked in the sentence. How comprehensive! and how concise!

The mind is an active self-moving principle, and when we bid it move in the round of other minds; we take from it all natural grace, all the life-giving power. It becomes a hand-organ, from which the teacher grinds out the most beautiful conceptions in dolorous strains. Teachers must counteract, as far as possible, the habit of holding to what is merely technical, *refusing* or *neglecting* to look at that which is broad or abstract. They should not be immovable because they have always had or heard in a peculiar way, nor be like the one of whom it was said,

" *Habit* with him, was all the test of truth :
It must be right, I've done it from my youth.
 Questions he answered in as brief a way ;
It must be wrong, it was of yesterday."

Let it be the aim of all to "prove all things and hold fast that which is good."

The hardships of children compelled to learn words, have been bewailed by many. All the sympathies of doting papas and mammas, with accumulated prejudices, and the *feelings* of the dear little ones, have been excited against the positive method of teaching by inculcating principles, until the other extreme is reached by many.

Looseness or carelessness in learning principles, is an evil to be contended with by every true teacher. The languages are now the tasks of *six lessons*, and other studies are diluted proportionally. Discipline of the mind is of no importance. If a lad in the country can tell how much his butter and eggs will amount to, at a certain price, or a clerk, the result of selling a number of yards of cloth at so much a yard, the ultimatum is gained.

All the other God-given powers are of little or no importance. There is too much mechanical teaching; too much finger work, and

not enough brain work. All improvements, and ingenious devices for saving time in the mechanical part of education may be admitted. but in the brain of the child must be the life-giving, working principle. The power of expression is necessary to true and perfect development, and it can only be gained by the pupil's learning principles, then in his own language expressing his conceptions of the subject. Lord Brougham, in a letter to Macaulay, speaks particularly of *learning* to express the thoughts with ease, and says that this can only be acquired when young. *Knowledge* must take the place of parrot-like recitations, and instead of a memory of words being the principal test of mental capacity, the perfect understanding of a subject *talked* about by the pupils will be the sure test of clear and well-regulated ideas. Teachers, be not machines to save your pupils mental labor. Let the pupils learn thoroughly principles, and for the expression and illustration of principles let them tax their ingenuity to the utmost. The benefit derived from such mental effort is invaluable to them.

"There is a fire-fly in the southern climes,
Which shineth only when upon the wing;
So it is with the mind—when once we rest,
We darken."

Teacher.

PATIENCE IN THE SCHOOL ROOM.

What qualification does a teacher need to possess more important than that of patience; real, genuine patience? Not a careless indifference that says, by and by all will come right, only wait; not a sluggish waiting that says I can do nothing more, time will accomplish what I fail to perform; but an earnest working patience; a patience that will persevere. This qualification is not unfrequently brought to mind by the exclamations of parents and others who visit our schools. "What an amount of patience one needs to possess to get along with so many different dispositions," says one; "I should think your patience would be severely tried sometimes," says another; "My patience would be entirely exhausted," remarks a third. Very few speak of the knowledge it requires; they do not even think it must require a vast amount of knowledge to be able to teach. Our attention is also directed to the subject of patience by those who would advise and suggest the best methods of teaching. We should employ no incentive to study which might seem to buy the pupil's interest, but labor patiently in "striving to imbue them with the true spirit of a scholar."

We should not be discouraged if a class fail in the recitation of a difficult lesson, but patiently explain some of the difficult points, and perhaps relate an anecdote and give some information not contained in the text book. We should not severely punish a scholar who has thoughtlessly committed a slight offense, but with kindness and patience reprove him, and if he is a true scholar, he will be more thoughtful, more careful in the future.

Patience is needed in every situation in life, but in the school-room it is surely indispensable; here the true, genuine article, never "ceases to be a virtue."—*Exchange*.

THE IMPORTANCE OF PRESERVING EPHEMERAL PUBLICATIONS.

BY LEMUEL G. OLMSTEAD.

Posterity delights in details,—*John Quincy Adams*.

What probably would a copy of the first handbill, almanac, newspaper, or theatre bill printed in New York, now bring put up at auction? Either of them would unquestionably bring more than the most expensive volume ever published in this city since, and yet there is nothing which annoys the tidy housewife more, who has a capital eye for dirt, and whose soul is disturbed by disorder, than a decent from the garret of one of grandpa's old almanacs, or the appearance of a stray number of an old Revolutionary paper, even when the intrinsic value of either, is worth more than its weight in gold. How many manuscript letters, old newspapers, pamphlets, and primers, although they may have been *dog-eared*, yet were relics and records of the heroic past, have been snatched up and hurried, as though they were evil spirits, into the fire. How many families have burned up what, if it had been sold, would have made them comfortable for life. There is a family in Connecticut, whose name I will forbear to mention, one of whose ancestors had held a high rank in the old French and Indian war, and afterwards in the army of the Revolution, who had carefully recorded in a journal, every thing which had occurred, and had preserved muster-rolls, orders of the day, handbills, newspapers, &c., to the amount of two or three barrels. These had been preserved with care by his son and transmitted to his grandson, who married a lady, who like many others of our fair countrywomen, could bear the sight of any thing better than old paper. She was greatly annoyed with the presence of these precious barrels in the attic; and from the first of her marriage, she

could not and did not rest, until one day when her husband was absent she had her servants help bring them down and commit them and their contents to the flames. When her dear returned, she told him how much she had improved the garret, by burning the barrels and all the rubbish of the kind. It was news to her to learn, that the journals were the only records known from which it was expected to supply a long gap in the history of the French and Indian war, and which cannot now be supplied. The papers were judged to have been worth twenty-five thousand dollars.

Pamphlets on literature and science, philosophy and philology, genealogy, history, and statistics, which have been written with research, and which contain most important investigations and the results of long observations; and manuscript letters, diaries, and reports, which contain facts, dates, and events which often can be found nowhere else, are gathered from the garrets, committed to the flames, or ground up to make newspaper. Many a pamphlet, which was published for a few cents, and would now bring as many dollars, is in this way destroyed. Men of eminent literary and scientific attainments are daily searching for books, pamphlets, and papers which are considered worthless by many of our superficial ones. Many books, which are seldom read, are wanted to verify quotations and dates. The biographer and the historian want all the ephemeral pamphlets, newspapers, manuscript diaries and letters relating to the times and persons of which he writes. Who can estimate the value of a library which should contain a copy of all the directories of towns, which have been published in our country, of the almanacs, the newspapers, the pamphlets, and the school-books, and some of the handbills and show-bills of each year! It would, in some respects, be equal in value to that of the world-renowned Vatican library. There is not in our country a more unique and valuable collection of books, pamphlets, newspapers, handbills, &c., &c., than that of Colonel Peter Force, of Washington City. It is unique because it contains so much of an ephemeral character. It would be a much more serious matter to the country to lose it than to lose the library of Congress, because the one could be replaced, the other could not. To say nothing of directories, almanacs, newspapers, handbills, manuscript letters, diaries, &c., &c., a copy of every pamphlet which has been published in our country would be worth more than a copy of every work in book-form. Every family should preserve at least the pamphlets, the almanacs, and one good newspaper, which is the history of the time in which they live and the best one, anybody will ever see of that time. These well-selected, well-

preserved, and well-read, would train a family to intelligence and saving habits; and when the parents have fulfilled their days they would be a valuable legacy to their children. To a person who has occasion to consult these ephemeral publications, nothing is more sad, than to find how wofully they are destroyed, and how much ignorant vandalism we have among us.

Mr. J. L. Libbey in Harvard College, says: "That junk-dealers in the city, and tinnerns in the country, collect wagon-loads of dead stock, old books, pamphlets, and papers; among which are many of great rarity and value, and sell them for a cent or two a pound to paper-makes, to be ground over and converted into paper-hangings.

"About a year ago, I saw in Boston, three large wagons, nearly filled with huge bags, just leaving a very humble auction-room, and from a few pamphlets, which a man was stuffing into the last bag, I rescued one which for nearly eleven years I had been trying to find, to assist me in completing the volume of a valuable periodical.

"I have known a journey to be made from New York to Cambridge, in a storm in January, mainly for the purpose of consulting an old funeral sermon, of which another copy could not be found in the country. It had probably never been asked for during the generations since it came to the library; but it was now wanted in a law case involving near half a million of dollars. How many would think a funeral sermon worth sending to the library of Harvard College?

"From a remote part of Maine, journeys were repeatedly made to this vicinity, for information respecting land claims and mill privileges, and the parties found at last, by means of an old Boston directory, to which I called their attention, that for years they had probably been pursuing their inquiries on one of the most important points in the wrong direction. And yet the question is often asked, 'Of what use is an old directory?'

"A family in a neighboring city, on vacating a house, sent a valuable donation; but, from an apprehension that a thorough gleaning had not been made, a messenger was dispatched to the place, and he found in the barn, among papers which had been thrown there as worthless, several of the old, scarce Acts and Resolves of the State, other valuable documents, and a small unbound volume, of which fruitless efforts had been made to obtain a copy for the library.

"From a closet, where they had probably remained nearly a century, we recently received tolerably complete files of the *Boston News Letter*, and of the *Evening Post*, for the years 1742, 1743, 1744, which contain a large amount of important information, nowhere else to be

had; respecting Whitefield and the great revival, and the circumstances connected with the publication and statements of Prince's 'Christian History.'

"In a neat butter-firkin of literary remains, sent to the library, at my special request, I found pamphlets, odd numbers of periodicals, enabling me to complete imperfect volumes, and a file of newspapers, which make a perfect copy of the first volume of the *Boston Gazette*, beginning in the year 1765, an important period in the history of the American colonies."

Col. Force also tells of some remarkable success in completing imperfect volumes and sets of works, by looking over barrels and boxes of old papers. And every man who has had any experience in antiquarian research, can tell of similar success.

If the old almanacs, sermons, newspapers, directories, reports, old books, manuscript letters, diaries, and pamphlets of every kind, could be gathered from the garrets, closets, old chests, trunks, and barrels, there would be many things brought to light, of which there is not known to be a copy in existence. After several years' search, I have obtained a complete set of the Annual Reports of the American Bible Society. Perhaps there are not a half dozen more complete sets in existence.

One word with regard to the manner of putting up pamphlets. It may be interesting to know, that some bind them in volumes, and have a general catalogue, as is done in the Library Company of Philadelphia. Others put them up entire in packages, according to the authors, putting on the back of the package the first three letters of their names. For example, those written by Smith, would have SMI., on the back of the package. This is the method in Harvard Library, and in the Athenæum, in Boston. A third method is, to put them up by subjects, as is done by the British Museum. Each of these methods has its advantages, and by either, any thing desired, may be readily obtained. Either of these methods can be pursued in every private collection, and thus any pamphlet or paper may be readily found. Whichever method is adopted in putting up pamphlets, they should be preserved entire with the covers on, as originally issued.—*Historical Magazine*.

WANT OF PAPER.—The supply of printing paper, in our country, seems to fall far short of the demand. Our printers have not been able to secure a supply for printing the *Journal*. We are now fully two months behind hand with our issues, and after waiting for a supply, we are compelled to use an *inferior* article, for a part of this number, and will probably get none that is better for the remaining numbers of the year.

Resident Editor's Department.

SIXTH ANNUAL MEETING OF THE STATE EDUCATIONAL ASSOCIATION.

STATE EDUCATIONAL ASSOCIATION.—The Annual Meeting of the State Educational Association of North-Carolina, for the current year, will be held in Greensboro, on Tuesday the 19th of November, at seven o'clock, P. M.

Delegates will be passed over the Railroads at half fare, and entertained during the meeting free of cost. It is hardly necessary to say that the unsettled condition of the country has prevented an earlier meeting, and that the Executive Committee, in fixing the time and place, have endeavored to consult the convenience of the larger number of the members of the Association.

The ensuing meeting is one of great importance, the situation and hopes of the country demanding the most active exertions on the part of all who hold positions of responsibility towards the public; and never was there a time when teachers, authors, and friends of education could labor with better prospects of immediate usefulness to the State.

We are now in a country that has just commenced its career of nationality, and upon the actors at present on the stage will depend, under God, the character and future destiny of this Young Republic.

No portion of this generation hold places of more importance than those occupied by the persons engaged in the cause of education, and we cannot but hope that our educators will be fully impressed with a sense of their obligations, and rise to the dignity of the crisis in which they are placed.

We are happy to announce that the prospects of our Association were never brighter, and that by the blessing of Providence, the difficulties of the times have not impaired its powers of usefulness.

Ex. Com. { C. H. WILEY, *Sup. Com. Sch.*
 { J. D. CAMPBELL, *Rec. Sec.*
 { C. C. COLE, *Cor. Sec.*

THE ANNUAL MEETING OF THE ASSOCIATION.—Owing to the disturbed condition of the country, the Executive Committee have thought it proper to defer the meeting of the Association, which they at one time proposed to call during the summer. We hope the time selected will suit a large majority of the teachers, as well as any other time; and whether it is altogether the most convenient time or not, we hope they will be willing to make some sacrifices, for the good of the cause in which we are engaged, and that the attendance will be nearly, if not quite, as large as usual.

For some reasons, this will be more important than any previous meeting of

the Association. Through the agency of the committee appointed at the last meeting for that purpose we have secured from the Legislature a very liberal charter. It is therefore necessary for us to organize under this charter; and this reorganization may involve some important amendments to our Constitution.

The interruption in the regular operations of our educational system occasioned by the existing war, call for the serious consideration of the Association. It may be that we shall be able to devise some means of counteracting the disastrous effect of even a partial suspension of the various grades of schools throughout the State.

It has been our custom, as soon as the annual meeting of the Association is announced, to look over the proceedings of the previous meeting, and call the attention of the various committees to the subjects on which they are expected to report. The shortness of the time between the issuing of this number of the Journal and the time of meeting, will not allow much time for preparation, yet we feel that it is our duty to mention several subjects that will properly come before the meeting.

Among the first items that we notice, as referred to the ensuing meeting is: "A committee consisting of Messrs J. D. Campbell, S. H. Wiley and D. S. Richardson, was appointed to advise with the State Superintendent of Common Schools, and aid him in introducing greater uniformity in text books."

As a matter of course, since we are now cut off from the usual source of supply of school books, and are thrown upon our own resources, it will be impracticable for this committee to do any thing at present, except to ascertain, as far as possible, our ability to supply our own text books.

In accordance with the requirements of the following resolution, it will be the duty of the committee to report, and thus bring the subject of Normal Schools again before the Association:

Resolved, That a committee of seven, of whom the Governor of the State, and the Superintendent of Common Schools, shall be two, be appointed to lay the plan proposed by the committee of Normal Schools, and adopted by the Association, before the Legislature, and co-operate with the Assembly, and in perfecting and carrying it out in detail.

The President appointed, in accordance with the above resolution, Gov. Ellis, Rev. C. H. Wiley, D. A. Davis, Rev. W. H. Doherty, D. S. Richardson W. W. Holden and S. H. Wiley.

The following are the regular standing committees:

ON COMMON SCHOOLS.—Rev. C. H. Wiley, Hon. John W. Ellis, D. S. Richardson, A. C. Lindsay, E. F. Sanderson.

ON JOURNAL OF EDUCATION.—J. D. Campbell Rev. C. H. Wiley, D. S. Richardson, S. H. Wiley, W. W. Holden.

LECTURES AND ESSAYS —S. H. Wiley, C. C. Cole, Rev. W. H. Doherty, W. C. Kerr, D. A. Davis.

EDUCATIONAL STATISTICS.—Rev. C. H. Wiley, J. H. Mills, M. D. Johnson, Rev. N. M. Ray, E. P. Tucke.

MILITARY SCHOOLS.—Maj. D. H. Hill, Col. C. C. Tew, W. B. Jones, J. G. Eliot, W. F. Alderman.

Reports will be expected from each of these committees, either verbal or written, as they may think best calculated to advance the interests of the cause.

“Resolved, That a committee of five be appointed to report upon the propriety of establishing District Associations, auxiliary to the State Association. Committee to report at the next annual meeting of the State Association.

The resolution was adopted, and the following committee appointed, viz: S. H. Wiley, Andrew Conigland, Rev. N. M. Ray, W. J. Palmer and A. C. Lindsay.”

We have been told by one member of the above committee that he will report adversely to “District Associations.” We deem it proper to state this fact, because other members of the committee may be disposed to advocate such associations, and we wish to see the matter fully presented.

“Resolved, That the Executive Committee appoint a sufficient number of members to examine text books for high schools, each member to report to the next meeting of the Association on the text books pertaining to some particular branch of learning.”

The Executive Committee had partially discharged the duty required by the above resolution, before the separation of our State from the United States.—They had selected persons to report on a number of subjects, but deeming it impossible for them to act, under existing circumstances, in accordance with the spirit of the resolution, they were not informed of their appointment. The whole subject is therefore left open for the future action of the Association.

The subject chosen for discussion at our next meeting is, “*The propriety of employing a larger number of female teachers in our common schools;*” and Messrs. C. H. Wiley, W. B. Jones, and A. P. Gage, were appointed to present the subject to the Association.

By the “Act of incorporation,” granted by the legislature, an appropriation of \$100. per annum was made to the Association, to be expended in premiums to common school teachers for essays upon subjects chosen by the Association. It therefore becomes the duty of the Association, at the approaching meeting, to propose subjects and offer premiums. We hope the members, especially those who are teachers of common schools, will come prepared to suggest appropriate themes for these premium essays.

“OUR OWN ENGLISH GRAMMARS.”—This is the title of a series of Grammars in course of preparation, by Prof. C. W. Smythe, of Lexington, N. C.—We have been informed that the first of the series is now in the hands of the printer, waiting for paper. As soon as it is ready for use, it will be announced, through the Journal. Orders for it, sent to us, will be filled from the first copies issued.

THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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EDUCATION.

Education is more than learning to read, write, cipher, etc. A person may acquire much literary knowledge, and yet fail to be truly educated. He may indeed possess all the literary attainments which all the literary schools on earth can afford, and yet fail to be educated in the full sense of the word. Education claims a place in the domestic arena. Indeed, at the fireside commences the course of our education. The mother first, and then the father, and under the influence of the order of the domestic circle over which they preside, and to which they give character, is planted the germ, and the first cultivation is exhibited. The first impressions are here made. How responsible, then, is the position of a parent! The first impressions which are made upon the infant mind, or during the first five or six years of life, are very apt to continue in after-life. These followed by sufficient literary instruction and cultivation, and very few, if any, will fail to make thorough gentlemen and ladies. Few will fail to be useful and a blessing to themselves and mankind throughout their entire generation. It is rarely the case that we find a really learned man or woman who is not a gentleman or a lady in the true sense of these terms; it is also rare to find a thorough gentleman or lady who is not educated, and who had not a good mother. There are many very clever, good-meaning people who are not learned, or who, perhaps, had a very good mother; but it is comparatively rare. From this we deduce the following:

It is a great blessing to be a mother, and to fulfil a mother's place and duties. Her work is honorable and great. She fills a nobler station than statesmen, orators, editors, or bookmakers, in every element of power, honor, and reward. Yet some mothers imagine that they are doing nothing, or have nothing to do; that their position is so very

humble and hard that they either aspire to more public fields of activity, or doze away in a wearisome life of supineness. But mothers should remember that it is a greater work to *make* statesmen than to *be* such; and this work the mothers really do. To be the constructor and builder of some great affair is regarded among the great and important doings of life; but these things are trifles compared to the proper culture and development of the mind, and thus to carry on the physical and moral culture of our children in the proper direction. To guard the tender frame from disease, to nurse and protect it amidst the perils of childhood and youth, onward up to manhood, is a truly great work. This great work is largely in the hands of mothers. Indeed, both mother and father largely share in it. One great business of life is, to raise up a family which will prove a blessing to the world and to themselves. And parents who do this are worthy of honor, and will be honored in time and throughout eternity for living to a good and noble purpose. And yet too many regard the nurture of children as a small business, a burden, or a task that should be avoided. But this is foolish, if not a wicked thing. To wish to be free from the care of a family is equivalent to a desire that life should be a blank, and we lose the highest honors of existence. The elements of the society and government of the world are found in the domestic circle. There they find their character, and our children are sent out to bless or curse the world. This evinces the truth that the work of proper education is a work of absolute importance, and should be efficiently performed. Though it may seem to the superficial thinker to be an humble work, yet it is a work, the results of which will run through every channel of life. Those who do what may seem little things, often indeed are the greatest workers. The family circle, the common school, the Sunday school, are the nurseries of human greatness—the parent and the teacher even in their ordinary circles may do much.—*Southern Teacher*.

EXTEMPORE SPEAKING.—“The young person who, by the exercise of debating societies, is hurried into a habit of fluent elocution—of ready extemporaneous speaking, which consists in *thinking* extempore will be found to have been qualifying himself only for the “lion’s part” in the interlude of Pyramus and Thisbe. *Snug*. Have you the lions part written?

“Pray you if it be give it to me; for I am slow of study.”

“*Quince*, you may do it *extempore*; for it is nothing but roaring.”

WHATELY.

IRREGULARITY OF ATTENDANCE.

It is universally believed by teachers, that the evils resulting from *inconstant attendance* are the most formidable of any with which they have to contend. This is one of the greatest hindrances to the efficiency of the common school system.

The object of this communication is to call the attention of *parents* to some of the evils which fall upon their children and upon the school through necessary absences; for it is believed the practice would be much less extensive if parents could be led to see it in its true light.

The following is a summary of some of the more important evils of

IRREGULAR ATTENDANCE AT SCHOOL.

1. The boy learns to regard the duties of school as of secondary importance, and, at the same time, is forming the *habit* of indifference to the business which should engross his time.

2. The teacher's time is wasted while he is hearing the delinquent's excuse, when he returns to school.

3. He has lost yesterday's lesson, and does not understand that portion of to-day's which depends upon it.

4. The teacher's time and patience are taxed in repeating to him the explanations of the previous day, or days; which owing to want of study, he then fails to clearly appreciate or understand.

5. The progress of the rest of the class is checked, and their ambition is curbed, while waiting for the teacher to explain to the tardy delinquent.

6. The pride and interest of the class are abated by the conduct of the absentee.

7. The boy, frequently kept from school for trivial causes, finds it impossible to keep up with his class, becomes discouraged, acquires a distaste for school and its duties, and soon ventures the hazards of staying away without the consent of his parents.

8. He must prevaricate, or lie outright, when asked by his teacher for an excuse; and if his wits have not furnished a good one, and he is required to bring a written one from his parents, then his inventive genius must fabricate something that will be plausible at home. Or, if he has one of the "kindest of mothers," or a most "indulgent father," he goes and says: "The teacher sent me after an excuse; I was absent yesterday afternoon." At once he receives from his "tender-hearted parent" a line—"Mr. Smith, please excuse James; he was detained at home. *Mrs. Brown.*" This he takes to the

teacher, and is excused. Moral: "Train up a child in the way he should go, and when he is old he will not depart from it."

9. The reputation of both teacher and school suffers in the eyes of visitors, and upon examination days, by failures which are chargeable to the absentee, and not to any deficiency or neglect on the part of the teacher.

10. He sets a pernicious example to the rest of the school.

11. He annoys the teacher or some pupil to show him where his lessons are.

12. The means generously provided for the education of the delinquent are wrongly neglected, and he is neither fitted by habit nor education for life.

LITTLE NOBODY.

When the tempest flies
O'er the cloudy skies,
And from crag to crag the frantic thunders ride;
When the lightning's stroke
Has destroyed the oak,
Safely down below, the little violets hide.
In the strife appalling,
When the proud are falling,
Little men can rest, or watch unheeded by;
Blow, ye storms of Fate,
On the rich and great,
I'm but little Nobody—Nobody am I.

Pebbles on the shore
Dread no billows' roar,
But the mighty ships, deep-laden in the hold,
With a thousand men,
Steering home again,
Founder oftentimes with all their men and gold.
Feathers fall but slowly,
And the poor and lowly,
Fall and are unhurt—while greatness falls to die;
Kings may wake to weep,
While their ploughmen sleep;
Who would be a somebody?—Nobody am I.

THE POPULATION OF THE WORLD.

A recent paper, prepared by C. F. W. Dieterici, Director of the Statistical Department of Berlin, on the present population of the globe, presents some curious facts. We have translated and condensed some of the leading results of this important document, which can hardly fail to be of interest even to the general reader. We suppose of course that the author bases his figures on the last official reports, and hence, in a growing country like the American States, the figures given are probably somewhat below the actual numbers.

The author adopts three different modes of classification; first, by totals of the several countries; second, races; and, third, by creed or religion.

According to the first mode of classification the mass of detail given sums up in the following round numbers:

	Square miles.	Inhabitants.	Average to the sq. mile
1. Europe.....	2,900,000.....	272,000,000.....	93
2. Asia.....	12,800,000.....	755,000,000.....	60
3. Africa.....	8,700,000.....	200,000,000.....	22
4. America.....	12,000,000.....	50,000,000.....	5
5. Australia...	2,600,000.....	2,000,000.....	1
Round totals..	39,000,000....	1,288,000,000.....	36

The greatest density of population of a kingdom is exhibited in Belgium, where it is 538 to the square mile; single districts in Rhenish Prussia show as high as 700 to the square mile.

Political economy has not yet found a guage by which to determine how densely people can be crowded and make a living. In civilized Europe the density is steadily increasing. America promises a similar development in future. The fertility of her soil and the concentration of mind upon the utilization of her resources promise a high capacity of sustaining population. Civilized emigration to Polynesia may tend to a similar developmant in Australia. East India and China, although now densely peopled, incline, after a period of stability, towards a decrease rather than an increase, owing to the peculiarities of their civilization.

The chapter on Distribution of Races is prefaced by an interesting sketch of Retzius' new system of craniology, with its two divisions of Oval Heads, (*dolico cephalous*) and the Broad or Cubic Heads, (*brady cephalous*)—the former including, in Europe, all the Latin and German tribes, 158 millions; the latter the Slavonic, Magyar, Turkish, and some of the Romance tribes of the South, 115 millions;

in Asia, the Chinese, Hindoos, Arian Persians, Arabs, Jew, and Tungusians are *Oval Heads*, 610 millions; all the rest *Broad Heads*, 145 millions. The estimate of America is, of course, based on aborigines only. In regard to them the opinion is advanced that from the islands around Behring's Strait, along the west coast, including the Russian Colonies, Oregon, Mexico, Equador, Peru, Bolivia, Argentina, Patagonia, and Fire Island, the population consists principally of *Broad Heads*, while on the East Coast, from Canada downward, including the United States, the Caribbean Islands, the West Indies, Venezuela, Guiana, and Brazil, the *Oval Heads*, predominate. This would coincide with Humboldt's theory, that the West Coast of America was peopled from Asia. The aborigines would now probably not exceed one million. All the rest are emigrants, and their descendants, including perhaps half a million of *Broad Heads*; one-half of the aborigines being *Oval Heads*, one million is therefore the extent of the *Broad Heads* of America, to 58 millions of *Oval Heads*. In Australasia the *Broad* and *Oval Heads* are probably evenly divided, being one million each. The footings are therefore as follows:

	Oval Heads.	Broad Heads.
In Europe.....	157,000,000	115,000,000
In Asia.....	610,000,000	145,000,000
In Africa.....	200,000,000	—
In America.....	58,000,000	1,000,000
In Australia.....	1,000,000	1,000,000
Total.....	1,026,000,000	262,000,000

The same Swedish ethnologist makes still another division of the human race, according to the facial angle, into *Orthognathes* and *Prognathes*, the former with an erect face, the latter with protruding jaws and receding foreheads. Both classes are found both among *Oval* and *Broad Heads*. The footings are thus:

	Upright Faces.	Receding Faces.
In Europe.....	272,000,000	—
In Asia.....	224,000,000	531,000,000
In Africa.....	—	200,000,000
In America.....	58,000,000	1,000,000
In Australia.....	1,000,000	1,000,000
Total.....	555,000,000	728,000,000

The excess of the latter is attributable to the population of Africa, which, although *Oval Heads*, must be classed entirely with the *Receding Faces*, the same as the dense population of China and Eastern Asia in general.

The preceding strictly scientific classification is followed by the popular classification of races according to the color of the skin and the formation of the feature, the hair, &c., established by Blumenbach. The five races thus established are distributed as follows:

1. <i>The Caucasian</i> .—(28.85 per cent.) In Europe the entire population with the exception of the Fins and Laplands.....	270,000,000
In Asia.—Turks, 15; Arabs, 5; Persians, &c., 11; Siberians, in part, 3; foreigners in Eastern Asia, 2.....	36,000,000
In Africa.—Foreigners in the colonies, and Arabs.....	4,000,000
In America.—All except the Indians.....	58,000,000
In Australia.—Foreigners on all the islands.....	1,000,000
Total.....	369,000,000
2. <i>The Mongolian</i> .—(40.61 per cent.) Principally in Asia, including China, the greater part of India, Central Asia, and part of Siberia.....	522,000,000
3. <i>The Ethiopian</i> .—(15.08 per cent.) The entire population with the exception of the Caucasians, as above.....	196,000,000
4. <i>The American</i> .—(0.08 per cent.) The Indians of America.....	1,000,000
5. <i>The Malay</i> .—(15.38 per cent.) In the Indian Islands 80; East India 84; Japan 35; Australia 1.....	200,000,000
Grand total.....	1,288,000,000

The division according to creeds is full of interesting detail. The leading footings, taken on the round number of 1,300,000,000 as the total population of the earth, are:

Christians, 335,000,000, or 25.77 per cent.

Jews, 5,000,000, or 0.38 per cent.

Asiatic religions, 600,000,000, or 46.15 per cent.

Mohammedan, 160,000,000, or 12.31 per cent.

Pagans, 200,000,000, or 15.39 per cent.

The 335,000,000 of Christians are again divided into—

170,000,000 Roman Catholics, 50.7 per cent.

89,000,000 Protestants, 26.6 per cent.

76,000,000 Greek Catholics, 22.7 per cent.

The conscientious author of the very elaborate paper from which we have made these extracts, is of opinion that although much uncertainty attaches to the positive numbers given under the various heads, yet so manifold have been his sources of comparisons, that the general results in proportions of population, race, or creed may be adopted as correct.—*Century*.

WRITTEN FOR THE JOURNAL.

THE ORIGIN OF THE ENGLISH LANGUAGE.

The English language is the language of the larger portion of the people of Great Britain and their descendants in both hemispheres.

It was not the original language of Britain and never has been spoken by all the British people at any one time.

There are besides now existing the Welsh in Wales, the Irish in Ireland, the Gaelic in Scotland, and the Manks in the Isle of Man.

The earliest inhabitants of Britain, that we know of, were Celts, related to the earliest inhabitants of France, and the ancestors of the Welsh. Our earliest knowledge of them comes from the Romans. They conquered the larger part of the island between 55 B. C. and about 80 A. D. and held it nearly 500 years.

The Romans built cities, temples, theatres, baths, and paved roads, stimulated agriculture and commerce and introduced quite a degree of civilization.

The Britons had received the Christian religion at any early date and had a translation of the Bible in their own language. (Students Hume p. 15.)

The Latin does not seem to have effected the popular language, though no work of that age remains to show us the real condition of things.

A few military terms have been handed down to us by the Britons from the Romans, such as *coln* in *Lincoln* from *colonia* a colony, street from *stratum* a paved way, *chester* from and *cester* from *castrum* a camp, as in *Dorchester* *Doncaster*, *Lancaster*, &c.

The Britons under the dominion of the Romans lost much of their former warlike character, and when their protection was by necessity withdrawn, they fell a prey to their more savage neighbors on the north.

They are said to have called in the aid of the Saxons and other pirates of the North sea.

All around the North sea, there lived races of bold seamen, from the shores of Holland high up the coast of Norway, who were the terror of all western Europe for 7 or 800 years.

In the third century the Romans had transferred a large number of prisoners taken in war from the region of the North to that of the Black sea, a thousand miles. Here they seized upon some ships, forced their way back through unknown seas and the midst of dangers, until they reached their former homes. This was in 280 A. D.

About the same time the coasts of the North sea began to be in-

fested with Saxon rovers to whom piracy was honorable, and war a profession.

Soon after this a special officer, "The Count of the Saxon shore," was appointed by the Romans to defend Britain against them.

The races thus brought in contest with Britain were first the Frisians who lived in the north of Holland and along the coast to the mouth of the Elbe. They seem to have been brave sailors and merchants, and have clung with wonderful tenacity to their homes and ancestral privileges.

Next, the Saxons, closely related to the Frisians, and who held them tributary, in the vallies of the Ems, the Weser and the lower Elbe, but were now near its mouth and in the southern part of Denmark. Lastly the Jutes, from Jutland on the Danish Peninsula. These all seem to have been known by the general name Saxon, which is derived from the short sword they carried called a *seax*. The Britons universally called them by that name.

Impelled by pressure from the Danes and their own roving propensities, the Jutes in 450 came to the aid of the Britons in Kent, against their northern enemies, and as a reward received the isle of Thanet.

Calling others to their aid they turned upon the Britons and after a desperate struggle established the Jutish kingdom of Kent.

During the next hundred years five other successful invasions were made there by Saxons in the southern parts of Britian in Sussex, Wessex, and Essex; and two of Angles in the eastern and northern portions; in Suffolk, Norfolk, Lincolnshire, Yorkshire and Northumberland.

The Britons seem to have made a determined resistance under their prince Arthur, whose deeds form the subjects of Welsh song, and for a long time they held possession of the whole western side of England. They still survive in the Welsh, and the Cornish dialect has been lost only a hundred years.

Of the two larger tribes the Saxons came earliest, and their name was applied to the whole body of German invaders. But the Angles came in the largest numbers and finally gave their name to the country and the language, Angleland or England and English.

The Britons who did not flee to the mountains of the west remained as slaves among the conquering Saxons and must have formed a large part of the population.

The Saxon language prevailed throughout all the country occupied by them while that of the Britons perished.

The Britons at the time of their subjugation were a more civilized people than their pagan conquerors. They have left many traces in

the language of everyday life, and especially in low vulgar terms, which show their servile condition. Examples,—Basket, barrow, button, bran, crock, gusset, dainty, darn *a patch*, fleam, flannel, flaw, fannel, gown, hem, lath, mattock, mop, pan, park, peek, rail (fence,) rim, ridge, tackle, tassel, trace for drawing, drill *to bore*. Also coat, prank, prancing, happy, balderdash, sham, spree, bogle, *a bug bear*, bully, carol, kick, clutter goblin, fudge, and many others.

Nearly three centuries had passed, the Anglo-Saxons had become Christians and were settling down after many contentions into one nation, when the Northmen appeared on their coasts. They were connected with them in race, spoke a language resembling theirs, and were a race of pagan freebooters as they themselves had been. The Northmen were the Danes, Norwegians and Swedes. The Danes infested England. The Swedes founded a powerful state in Russia. The Norwegians ravaged Scotland, Ireland, the northern islands and France.

In the reign of Alfred they had acquired possession of all the northeast of England from which they were never entirely driven.

The Danish part of England was bounded southwest by Watling Street, a Roman road running from London to Chester, and was called *Danelagh* or the Danes' quarter. Under Canute and his sons they ruled all England 26 years.

They exerted a wide influence upon the Anglo Saxon language, and the form that grew up in the North of England was called Dano-Saxon.

There were two forms prevailing before this, the West-Saxon, the language of the more immediate people of Alfred, and the Anglian form, which prevailed in all the north of England, each with a somewhat extensive literature.

The next change resulted from the introduction of the Normans, and Norman French language.

Under Rollo, the son of a Norwegian jarl (yarl) the Northmen had taken possession of the north of France and fixed upon it their name, Normandy. There they lost their ancient language, the Norse the language of Ireland now, and adopted the French. Among them the Northern French flourished in its greatest purity.

They subdued England under William the Conqueror in 1066.—To the haughty Normans the Saxons were an enslaved and despised race, and their language a barbarous idiom.

They endeavored to make their language the language of England. It did become the language of war, of law, of the court, and schools.

The common people held fast upon their ancient language. The

struggle continued for over 200 years. At last when the Normans lost their French possessions they settled down among their Saxon subjects, and from the union of the two the English language arose.

The Saxons furnished the larger part of the words, the Normans stripped them of their terminations and brought them to a form resembling their present condition.

The English is the result of a mixture of languages moulded by the lapse of time and the struggle between discordant elements.

There is first the Celtic element. This consists of words derived by the Saxons from their Celtic subjects and neighbors, and of words few in number, introduced during later periods.

Second, the German element, introduced first through the Saxon, Angle, Jute and Frisian invaders furnishing the bulk of the language and that in various dialects, secondly through the influence of modern German literature and science,

Third, the Northern or Scandinavian element, this is akin to the other and introduced by invasion and by long contact.

Fourth, the Latin element, introduced first by the Romans, secondly by the early missionaries, thirdly by the study and imitation of Latin literature, fourthly by the use of Latin scientific terms, and lastly through the Norman French.

Fifth, the Greek element, introduced by a study of Greek literature, by the use of Greek scientific terms, and by the use of the Greek Scientific terms, and by the use of the language in the early Christian church.

Sixthly, the French element, introduced by the Normans, by social intercourse, the influence of literature, fashion and science.

In conclusion it may be said we have borrowed a few words from nearly every other language that has been spoken of any note among men.

In all its history it has never been a simple language, but an aggregate of elements continually enlarging and struggling for unity.

Its complete scientific study demands a knowledge of the German languages, especially the Gothic and low German dialects, Dutch, Old Saxon, Frisian and Anglo-Saxon, the Old Norse and its modern forms Swedish, Danish and Norwegian, the Celtic, the Norman French, the English dialects through all their history together with the Classics and General Philology, a work almost beyond the reach of man.

C. W. S.

As we have opportunity let us do good unto all men.

WHY TEACHERS FAIL.

In the Connecticut Common School Journal, under the above title, some ten reasons are given why teachers fail. We select two of these for our readers, for want of room for all, and because these are in our opinion the chief reasons. If teachers are right in respect to the two following points they can hardly fail unless naturally deficient, in which case, perhaps, no remedy could be found:—

“*Want of a lively interest in the work.* No one can expect true success to attend any work in which he engages with feelings of indifference. Especially is this true of teaching. Unless one feels that his work is an important one,—a work for which he has a love,—he will hardly engage in its performance with a zeal and earnestness which will make success sure. It is too often the case that teachers are destitute of spirit, of enthusiasm. They teach because they are hired to teach, and simply undertake to perform a certain round of duties, just to clear the laws and secure the wages. With no love for the work they manifest no zeal in it, and “*as with the teacher—so with the pupil.*” The true teacher will love his work and ever study to promote the growth and development of the minds intrusted to his care, and his earnest devotion to his chosen work will awaken kindred feelings in his pupils.”

“*Want of professional feeling and interest.* “Every man,” said Webster, “owes a debt to his profession.” By this we understand that every member of a profession is under obligations to do what he can for the elevation of his profession. This he must do by promoting his own improvement, by uniting with others in associational effort, and in various ways by manifesting a professional interest and feeling,—a true *esprit de corps*. A teacher who secludes himself, withdrawing from all associated efforts and meetings for mutual improvement, may keep a good school, but as a man and as a professional teacher he will fall far behind the mark. If his own views, plans and results are entirely satisfactory to himself, he will, if he has a true professional feeling, gladly communicate them to others, and not be content to hide his light as under a bushel. We have, in the course of a score of years, known several men of talent and ability in the teacher’s profession who have kept themselves entirely aloof from all meetings and all efforts designed for the good of the profession, but in every instance we have been fully satisfied that such were withholding an influence which might have proved a perpetuating good, and almost without exception, these individuals have fallen into a stereotyped course; and if they have not become

misanthropic in their feelings and spirit, they certainly have become very exclusive and very captious.

We would then advise all teachers who would make success sure, to unite heartily in every effort and plan designed for the good of their profession. By the very means adopted for professional improvement, personal profit and advancement will be secured."

HEARING LESSONS, NOT TEACHING.

Some teachers talk so much—explain so much, that they actually become thought-killers. They do the reciting themselves, while their pupils look on with pleased wonder, or apathetic indifference. These talkers are our most popular teachers, because the most showy. In the presence of visitors they are learned eloquent, profound, impressing superficial observers with the notion that they have witnessed something decidedly uncommon. On the other hand, he who sits quietly by, allowing his pupils to do their own recitations, is apt to be voted slow, and grave doubts are even entertained of his ability to teach in the branches upon which he professes to give instruction.

Our own experience has been, that where we found one talking too little, we have found five who talk too much. The teacher is continually tempted by a desire to get on with the recitation, or from good nature to help the hesitating pupil over the *sticking* points, by a word thrown in, or a side question, or by an ejaculation. By such aid a scholar in no way prepared in his lesson, may be made to appear to go through a pretty respectable recitation, and at the same time having learned nothing by it, that is worth knowing, or that he can remember for a single day. With such teachers, pupils never have their mental muscle developed. They never experience the pleasurable feeling arising from having had a grand wrestling with a tough problem and flooring it.

When a pupil has a well-prepared lesson, it is one of the greatest pleasures of his school-life, to have an opportunity to recite it; and nothing can be a greater bore to him than to be obliged to stand by while his teacher shows off, or dilates in explanation of a point already perfectly understood.

In general we look upon it as a favorable sign when we hear pupils complain of their teacher, "he won't explain." We conclude that he is a man of firmness and intends that they shall do their own work. We do not mean to intimate that no explanation should be

given ; but we protest against that lecturing system that is becoming so fashionable, and is so much lauded, by which it is expected children shall become educated with scarcely any active effort on their part, being merely the passive vessels into which the multifarious contents of the teacher's knowledge-box is poured.

Judicious explanation and illustration, given in few words and directly to the point, is a different affair, from the talking mania that is so prevalent in our profession, and which has such charms for dozing parents and lazy scholars.—*Journal of Progress.*

DURATION OF LIFE.

A very interesting fact has been brought to light by life assurance calculations—as interesting to the philosopher as to these companies, viz: the relative longevity of different countries. It demonstrates that health, that is to say, the length of life, is proportionate to the progress of civilization, that the supposed bad effects of the luxury of the latter, is not a serious evil, in this respect at least. Dr. Farr's tables throw important light on this subject. He shows that

In England one person dies annually in every 45 years.

In France “ “ “ “ 42 “

In Prussia “ “ “ “ 38 “

In Austria “ “ “ “ 33 “

In Russia “ “ “ “ 28 “

The least advanced of these five countries has then the least probabilities of life, and the ratio of longevity, to civilization, is as regular as the process of a natural law.

A few more curious facts may be mentioned. First: Assurance statistics have disproved, in England at least, the common impression that country life is usually the safest. City and town policy holders are found to be the longest lived. Second: These statistics upset the Government Annuity theory that female life is safer than male; the latter have the longest average life. Irishmen hold on much more doggedly to life, and Ireland beats both town and country, in England, in favor of the London companies.

One of the curious and grateful facts, brought out by these calculations, is the average increase of the length of life. According to the English tables, mortality had decreased more than one-fourth (at least two-fifths) in England in the century from 1720 to 1820. Accordingly, the premiums of Assurance companies have continually lessened.

DON'T BE DISCOURAGED, MOTHER.

Don't be discouraged, mother. What though the boys are rude and rough; that should not discourage you. The new farm is rough and rugged when the husbandman first begins to till it, but by patient toil he gradually extracts the roots, removes the boulders, levels the knolls and fills the hollows. If the soil seem at first to refuse a return for his toil, presenting only heaps of rocks, and more unsightly heaps of barren earth—don't let him be discouraged, for there is a mine of wealth in the deeply dug and well-wrought field, which shall soon yield ample profits for the labor and *patience* invested. The old marsh shall blush with beauty and health. The sand-hill shall yet be spread with a carpet of green, monarchs might be proud to own and tread. The boulders shall yet kiss the feet of both the proud and humble, the poor and the rich, and draw forth praises from the man of science and of taste. The tough, unsightly tussuck shall yet yield the food that feeds the tiller. Don't be discouraged, mother; for those very forbidding characteristics in your boy, when checked and molded by an intelligent and persevering discipline, will be of vast worth to him when a man. It may cost more to subdue and direct a stubborn will, but when the work is done you have made an efficient commander. It may cost more to polish the rude boy, but when you have succeeded you have given the world a *man* instead of a statue. There is a jewel under that forbidding frown and hostile resentment. If you would realize its full value be very patient. Train surely and carefully.

Your investment may not, at first, yield you a return, nay, it may be years ere it affords you much fruit, of a desirable beauty or richness, but be well assured of this: the more diligent and patient your toil the sooner will you be blest with a satisfactory return.

VIRTUE AND HEALTH FROM EIGHT TO SIXTEEN.

Lord Shaftsbury recently stated, in a public meeting in London, that from personal observation he had ascertained, that of the adult male criminals of that city, nearly all had fallen into a course of crime between the ages of eight and sixteen years; and that if a young man lived an honest life up to twenty years of age, there were forty-nine chances in his favor and one against him, as to an honorable life thereafter.

Thus it is in the physical world. Half of all who are born, die

under twenty years of age, while four-fifths of all who reach that age, and die before another 'score,' owe their death to causes of disease which were originated in their 'teens.' On a careful inquiry, it will be ascertained that in nearly all cases, the causes of moral and premature death, and pretty much one and the same, and are laid between the ages of 'eight and sixteen years.' This is a fact of startling import to fathers and mothers, and shows a fearful responsibility. Certainly a parent should secure and retain and exercise absolute control over the child until sixteen; it can not be a difficult matter to do this, except in very rare cases, and if that control is not wisely and efficiently exercised, it must be the parent's fault; it is owing to parental neglect or remissness. Hence the real source of ninety-eight per cent. of the crime of a country such as England and America, lies at the door of the parents. It is a fearful reflection; we throw it before the minds of the fathers and mothers of our land, and there leave it, to be thought of in wisdom, remarking only as to the early seeds of bodily disease, that they are nearly in every case sown between sun-down and bed-time, in absence from the family circle, in the supply of spending money never earned by the spender, opening the doors of confectionaries and soda-fountains, of beer and tobacco and wine, of the circus, the minstrel, the restaurant and the dance; then follow the Sunday excursion, the Sunday drive, with easy transition to the company of those whose ways lead down to the gates of social, physical and moral ruin. From 'eight to sixteen!' in these few years are the destinies of children fixed! in forty-nine cases out of fifty; fixed by the parent! Let every father and every mother, solemnly vow, 'By God's help, I'll fix my darling's destiny for good by making home more attractive than the street.'—*Hall's Journal of Health.*

THE FIGURES IN ST. PETER'S DOME.—The following description is a striking illustration of the oft-quoted line of Campbell:

"'Tis distance lends enchantment to the view."

The angels and other statuary, with which the dome of St. Peter's in Rome, is ornamented, seen at the distance of four hundred feet from the pavement below, represent the most lovely images that the imagination of man has ever conceived. Heavenly, divine, are the terms applied to them. When examined *near by* all is changed.—Huge monsters, with great glaring eyes and distorted features, are staring you in the face, and almost frighten you with their hideousness. The skill of the artist consists in being able to produce beauty from the distance at which they are generally viewed.

WRITTEN FOR THE JOURNAL.

STUDY OF WORDS; THEIR IMITATIVE CHARACTER.

One of the most curious and interesting kinds of imitation in language is where words, like the picture-writing of the ancient Mexicans, or the hieroglyphics of Egypt, represent the object, for which they stand, to the eye. It is possible, if not probable that the characters now used to represent sounds, originally partook largely of this quality. Perhaps they were intended entirely for the eye.

It requires too much abstraction for minds in the primitive state, to represent sounds by characters, and then those sounds to stand for ideas. Thus we have before us a specimen of the writing of the Sacs and Fox Indians, in which lightening is represented by a zig-zag line, like a crooked rail fence.

But if we closely examine that word zig-zag, itself, we shall find it nearly a painting to the eye of such a line. So we hear chemists tell about an S tube; carpenters have an M roof, and an H hinge. The ancient Romans had a table called a Sigma, from its shape resembling that Greek letter, we have a X road; and what is an elbow, but a bow in the form of that letter, with an angle to it; and the ancient form of the letter in the Etruscan alphabet more resembles it, than our present one. The Hebrew letter *ayin*, eyes, is a good representation of a man's eyes and nose; and our word *eYe* carries its meaning on its face. It is said that the letter V stands for five because it represents a man's hand spread out, making five fingers with the thumb, and that the word for eye is really imitative, and that the idea is not a mere fancy, we may see in the words *see*, *sl-ee-p*, *weep*; *ecce*, *behold*; *oc-ulus* in Latin, *osse*, *okkos* in Greek, eyes. When any one sees the word, *GoG-les*, he will recognise a resemblance to the article. And perhaps the same may be traced in the word *GiG*, a wheeled vehicle. The word *LeveL* is the picture of a balance. So we use the two parallel lines = in Mathematics in place of the word equality, because the arc equal to the eye, and so a picture of the thing. *Porfex*, Latin, is a pair of sheep shears, which were anciently made of the same shape as now, as seen in engravings. We can hardly see the word *SQUAT*, without thinking of a toad. We speak of an L or a T, to a house. The Chinese word for prisoner is a square with a small triangle within it. And their whole language is a rude system of picture signs, instead of vocal sounds.

And the progress of language from a hieroglyphical to a purely arbitrary character is illustrated by Upham in the following man-

ner; "a tavern keeper in Hungary unable to write, kept account of sums due him by strokes chalked on his door: to each series of strokes was annexed a figure to denote the customer to whom they applied. The soldier was represented by a musket, the carpenter by a saw, the smith by a hammer. In a short time, for convenience, the musket was reduced to a strait line, the saw to a zig-zag line, the hammer to a cross: and thus began to be formed a set of characters, gradually receding from the original figure. The resemblance might at last be lost sight of, and the figures become mere arbitrary marks."

Jamison remarks, "that the most distinguishing qualities of sensible objects, *pertaining merely to sight*, have in a great variety of languages, certain radical sounds appropriated to the expression of these qualities. The organs of voice assume but an obscure resemblance to such external qualities as stability and fluidity, hollowness and smoothness, gentleness and violence, yet are these words painted by the sound of certain, letters and syllables, which have some relation to those different states of visible objects."

A writer in the Biblical Repository says that, "the English language, to a far greater extent than perhaps any other, is constructed for the reader rather than for the hearer; for the eye, rather than for the ear; so that the reverse of what is usually true, instead of selecting written characters to represent the sounds of speech, our task is rather to find sounds for our written characters. This peculiarity strikes far deeper into our language than the oral or written dress; it penetrates the whole structure."

Trench says; "a word exists as truly for the eye as for the ear, and in a highly advanced state of society, where reading is almost as universal as speaking, as much perhaps for the first as for the last." Horace tells us:

Segnius irritant animos demissa per aurem,
Quam quae sunt oculis subjecta fidelibus.

Things affect the mind more slowly through the ears than those which are presented to the faithful eyes. Language thus constructed, so as to *hear* with the eye, approaches the signs of deaf mutes: which may be called a natural language. A few years ago a ship from a foreign port, from which perhaps no other one had ever come to that harbor, came to New-York; and when hardly any one could converse with the crew, the teachers from the deaf and dumb asylum came down, and by the language of signs which they were using every day, could make themselves easily understood.

Some nations in ordinary conversation abound in gesticulation.—This is the case with the Italians.

A writer says of it; “that it is sometimes called a language distinct, and often separate from speech—some time a universal language, a poetical, a graceful, and a fascinating medium, through which thoughts flash lightening like, nor linger on the way waiting for words. Few classical stories are better known than Tarquin’s beating down the tallest poppies to teach his son how to ruin the Gabii; and Cæsar’s account of the doubtful strife between himself and the pantomime Roscius, whether the one could express an idea better in words, or the other in dumb show. Every tyro in Latin knows that pressing down the thumb was the signal of death to a fallen gladiator.” Hence the derivation commonly given to *polliceor* to promise from *pollex*, a thumb.

EPHOROS.

REASONS FOR PLANTING AN ORCHARD.

1. An orchard is an ornament to the farm, beautiful in its Spring blossoms, its Summer drapery of green, and its Autumn burden of yellow and ruddy fruit. No farm is complete without its acres of orchard.

2. The cultivation of fruit is a very pleasant occupation, and has an important influence upon the mind and heart of the cultivator. It requires higher intelligence than the growing of the annual crops. It fosters forecast and hopefulness, and tends to a cheerful temper.

3. It makes home attractive—children are universally fond of fruit, and the home where this luxury is always enjoyed, will be more loved on that account. It will be in pleasant contrast with many homes around them.

4. It will tend to guard children against vice and crime. So strong is the desire for fruit, that they may steal it if it be not provided for them at home. And the boy that grows up plundering his neighbor’s fruityard and orchard, is very likely to steal more valuable things when he becomes a man.

5. It is a very sure investment. An apple-tree, if well planted, is about as hardy as an oak, and sure to bear fruit according to the labor bestowed upon it. When houses burn up, banks fail, and railroad stocks depreciate, the orchard will yield dividends.

6. It is not only a sure investment for yourself, but for your children. No real estate in their inheritance is likely to be so permanently valuable. An orchard in good soil will bear fruit for a hundred years.

7. It is a perpetual incitement to thanksgiving to the bountiful Creator. It yields its burden of precious fruit year after year, giving large returns for the labor of the husbandman, and calling to him to behold the wisdom and goodness of Providence. Do not fail to plant that long deferred orchard, and while you are about it, select good marketable fruit. The best is the cheapest.—*American Agriculturist*.

THE TRUE TEACHER.

It is the duty of the teacher not only to educate, to draw out what is in the mind of the pupil, to bring into exercise his faculties, to develop, uncover, unfold his powers, which lie folded up like the wings of a bird for future use, but he must also teach, instruct, impart of his own substance, communicate from his own store, according to the power which he has, the light within him. The true teacher has his own mind and soul so illuminated, so full of light, that it shines into every mind and soul that comes within its sphere and radiates and lightens it up so that its owners, and all others looking on, can see what is in it. Perhaps teachers differ in no respect more than in this power of radiation. Some teachers who have a good deal of illumination, always thrust a screen, consisting of a network of technical words, between themselves and their pupils, and only the few struggling rays that pass through the chinks and meshes of this screen ever reach the minds of the pupils. Technical terms are only the names of ideas or things. They have their use in helping us to arrange and classify things or thoughts, but in themselves are of no value.

If we have ideas, there will be no difficulty in finding names for them. or terms by which to express them. Some teachers require of their pupils the outlay of more force in the acquisition of names, than would be needed to gain a tolerable knowledge of things. A thing may be the better for having a name, but a name without a thing is of no worth. In this way of teaching, there is a great waste of time and force. And besides this waste, there is this other disadvantage, that as the child can not fully understand the name until he has first obtained an idea of the thing intended by it, he will never be quite sure that he understands what is meant by the name, and when it is spoken, he will have no confidence in his knowledge of the thing meant. The teacher who can teach *one* thing, is worth more than that other teacher, who can teach the names of twenty things. Some teachers, not very intensely illuminated within, have yet souls

so transparent, that other souls have the full benefit of the light they have. They are not enveloped in mists and fogs. The windows of their minds are not darkened by blinds and screens, but the light passes through them bright and pure, and is not turned from its direct course by any imperfect medium, and when we look upon the mental tablets upon which it falls, we find a perfect image reflected. This is always delightful. We admire a picture in proportion as it is "true to nature." So when we find the image, the idea, the thought, that lies in the mind of the teacher, accurately reflected from the mind of the child, we are pleased—we feel that the teacher is an artist, that he can do real work. Such a teacher, if he can make but one picture, is better than he who attempts many, but makes none perfect.—*N. E. Farmer.*

SIZE OF THE UNIVERSE.

In some articles in reference to the extraordinary splendor of the heavens at this season of the year, we gave a running description of what may be seen at night by any one disposed to look up for an hour or two, confining ourselves for the most part to facts within the range of the unassisted eye. We propose in this, the last article on the subject, to give the reader something of an idea of the revelations of modern astronomy in reference to the size of the universe, whose myriad glories nightly pass over the heads of millions of people utterly unmindful of them.

It may be well to remark that the universe of John Locke and Lord Bacon—that is, the matter which they looked upon as constituting the universe—did not occupy a space larger than what we know is comprehended within the limits of the sun. A sphere of eight or nine hundred thousands of square miles in diameter would have closed the visible heavens, according to the views of philosophers who flourished scarcely more than one hundred years ago.—And somewhere in the writings of one of the great men just mentioned, there is a passage which is intended to put a quietus on the notion that the universe is limitless in its extent.

We shall now, in our own way attempt to develop the idea of an endless universe.

Since the earth has been the abiding place of man, it has made in round numbers, say six thousand revolutions around the sun. Each of these revolutions comprises the circumference of a circle about four hundred million of miles in length. The six thousand revolutions would then make about two thousand billions of miles.

If, instead of proceeding around the sun, the earth, at the date of man, had shoved off in a straight line towards the nearest of the fixed stars, it would have accomplished in the whole six thousand years, comprehended between that and the present time, only one-tenth part of the entire distance though moving at the rate of about twelve hundred thousand miles a day. Thus the apparent diameter of a star towards which it would have approached would have increased only one-tenth part of itself, a difference not perceptible, except with the aid of instruments of the most delicate construction. Fifty-four thousand years would be still required in which to accomplish the distance.

It is evident that the motion of the earth is altogether too slow to be successfully used in presenting to the mind a proper idea of this vast distance. We will call in the aid of the force which moves so rapidly over the wires of the telegraph.

According to some recent investigations in reference to the velocity of the electric current over the wires of the telegraph, 16,000 miles per second, has been fixed upon as the rate of motion. Suppose now, that a telegraph communication could be made with the beautiful star of Sirius. At this rate of motion it would require about one hundred years to transmit a message and receive a reply. This is ample time enough for three generations of men to elect Presidents in. If, however, we should decide upon forming a line of communication with the nebula of Orion instead of Sirius, the time it would require in which to say "good morning" to a friend who might reside in that mysterious cluster; and receive an answer, would amount to not less than three hundred and sixty thousand years. If the line is transferred to the outermost star visible to the "eye of astronomy," the years in which a message might be transmitted would be represented by millions, perhaps billions.—*Southern Teachers.*

INGENIOUS CIPHER.—The following was written by Professor Whewell, at the request of a young lady:—

U O a O, but I O U;
 O O no O, but O O me;
 O let not my O a O go,
 But give O O I O U so.

Thus deciphered—

*You sigh for a cipher, but I sigh for you;
 O sigh for no cipher, but O sigh for me;
 O let me not my sigh for a cipher go,
 But give sigh, for sigh for I sigh for you so.*

HOW TO USE YOUR FAMILY NEWSPAPER

A family newspaper, if its name imports any thing, ought to be a family affair. All the members of the domestic circle should be interested in it, and, indeed, trained to appreciate it as a part of the inner economy of the household life. The common practice that limits the use of the newspaper to the parents and grown-up children, deprives the family, as a family, of its benefits. To make it available for the good of all, it should be regarded as a centre around which the intellect of the household should be centered—a family table for daily mental nutriment.

Reading is ordinarily one of our most selfish enjoyments. Men and women who are liberal in every thing else are exclusive here.—The spare hour or two in the evening that they can give to this exercise is private property—a quiet little sabbath of their own, shut up in a pleasant parenthesis—which they are entitled to enjoy. But this is a sort of intellectual harem-life which is rather inconsistent with family culture. Not that we wish to convey the idea that there is to be no private reading and study—no books sacred to ourselves. Every one must have paths in literary fields that are silent to the tread of other footsteps; but in the family, mind and all its forms of action ought to be common. This is Nature's law—as much so as kindness, sympathy and love, with their retinue of graceful offices, are to be shared in by all the household. It is a law, however, that is constantly violated. Few families have any intellectual exercise in common. Aside from the familiar topics that constitute the staple chit-chat of the table and the fireside, they have no such thing as family mind, trained every day by contact with the same general truths, facts, incidents. One main reason of this has just been intimated; viz., the insulating habits of private reading. How now can this be remedied? There is at least one method that may be adopted with obvious advantage, and it consists in the proper use of a first-rate family newspaper.

Devote an hour each night that you may be able to command to this interesting work. Read aloud such portions of the newspaper as may be suited to your purpose. Require one of the children to explain the geographical allusions; give arithmetical questions to another; get a third to point out bad grammar, and let the elder children make a rhetoric exercise of the best-written articles. The long columns of advertisements will suggest many profitable inquiries. Here you will have a machine that will call out their knowledge of mechanics as taught in natural philosophy; and there a cargo of su-

gar, coffee, etc., will practice them in the productions of distant climes. You will soon find that the newspaper, bringing together so many items of interest, will awaken their curiosity and excite their faculties; and thus whatever your children are learning at school will acquire a practical value by being used under circumstances to arouse the ambition and gratify the budding scholarship of the little students. In this way you will operate powerfully on the child's progress in education. One of the greatest difficulties in really and thoroughly educating a young mind is in exercising its powers in the application of knowledge.

Nor will the benefit end here. Every family ought to have a family education in the knowledge of the world. It ought to be trained to look out upon the great sea of human life from the snug cove of home. Experience in the world is not the only way to know the world; and indeed it often happens, where there has been no previous introduction of the domestic mind to an acquaintance with the realities of existence, that experience is a bitter school. True manly experience presupposes the study of principles, maxims, sentiments; and by them the intellect and heart are prepared for an experimental intercourse with society. Every parent should see to this domestic work. Nothing is a better auxiliary to it than a good newspaper.

Apart from these effects, the bare fact that the different members of a family cultivate thought, taste, expression together, must strengthen the ties of domestic sympathy, and enlarge the scope and action of their nature. There is a great need for this sort of blending in most families. If the Bible is excepted, what common educative influence of the domestic intellect have we? Nothing supplies this want, so far as everyday mind is concerned, so well as a moral, high-toned, earnest newspaper.

THE BRAIN.

One of the readiest roads to the brain is through the lungs. You may reach the brain in a minute with chloroform, for example. The power of this drug is marvellous. When under its influence, a man may have his limb cut off without any sensation whatever; and even when he recovers from the artificial trance, he may still have neither pain nor uneasiness. Why? Have you ever seen a person after a fit of epilepsy? After a fit of that kind, people have no remembrance of anything done to them during the fit. During the epileptic paroxysm, the brain is all but completely torpid. The same thing happens after an anæsthetic sleep of chloroform. In neither case can a

man remember what he never felt. But mark what may happen after amputation is performed on a patient under cloroform. The same man who felt no pain in the stump either during or after the operation, may continue for many successive months to be attacked with the identical local symptoms for which his limb was removed, at the hour of the day or night when he was wont to suffer martyrdom before its removal. And more than this—if seized by his old enemy during sleep, he may wake, exclaiming, “O, my leg, my leg! it pains me the same as when it was on!” More curious still, he may tell you he can, so far as the feelings are concerned, actually move the foot of the amputated limb. What do these facts prove? They prove: 1 That the brain is the source of all motion and all sensation, morbid or sane; they prove inversely, 2. That the brain is the source of rest and remission, sleep included; they further prove, 3. That the brain is the source of all paroxysmal recurrence, whether the more prominent symptoms be general or local.—*London Medical Practice.*

THE WAY TO EMINENCE.

That which other folks can do,
Why, with patience, may not you?

Long ago a little boy was entered at Harrow school. He was put into a class beyond his years, and where all the scholars had the advantage of previous instruction, denied to him. His master chid him for his dulness, and all his efforts then could not raise him from the lowest place on the form. But, nothing daunted, he procured the grammars and other elementary books which his class-fellows had gone through in previous terms. He devoted the hours of play, and not a few of the hours of sleep, to the mastering of these; till, in a few weeks, he gradually began to rise, and it was not long till he shot far ahead of all his companions, and became not only leader of his division, but the pride of Harrow. You may see the statue of that boy, whose career began with this fit of energetic application, in St. Paul's cathedral; for he lived to be the greatest oriental scholar of modern Europe—it was SIR WILLIAM JONES.

When young scholars see the lofty pinnacle of attainment on which that name is now reposing, they feel as if it had been created there, rather than had travelled thither. No such thing. The most illustrious in the annals of philosophy once knew no more than the most illiterate now do. And how did he arrive at his peerless dignity? By dint of diligence, by downright painstaking.—*Life in Earnest.*

BEAUTY A DUTY.

The London Review pronounces that "no man or woman has a right to be ugly," and thus discusses the matter; "Men or women, whatever their physical deformities may be, cannot be utterly ugly, except from moral and intellectual causes, and neither man nor woman has any right to be ugly and that if either be so, it is his or her fault, misdemeanor or crime; and that being ugly, they cannot expect the love of their fellowcreatures. No man can love an ugly woman; no woman can love an ugly man; and if fathers and mothers, can love an ugly child, it is a very sore struggle, and may be duty after all and not love. Take the case of Theodosia Perkins—fresh, fair, twenty-three and passably rich. She has a face and a form that sculptors might love to imitate; but she is pert—she flirts—she has a bad opinion of her own sex and of the other—she has no education of the heart or of the mind—she has no taste for color, for tone, for propriety; she is "fast"—she is "loud"—she is eaten up with vanity and conceit, and thinks herself the very cream and quintessence of the world; she is ugly, in spite of her face and form. To look at her is sufficient to know that she will find no one to marry her except for her money: and to prophesy that after she is married her husband will detest her. It comes to this—that whatever physical nature may have done or may have neglected to do for us, the power of being beautiful remains with ourselves. There are moral appliances that are better than physical rouges and pomades to make a man or a woman lovely and loveable. It is mind that creates face and that makes little David, strong in the Lord's grace, handsomer than great Goliath who is only strong in the devil's favor. And the superiority of this kind of beauty over all others is this, that the older we grow the more beautiful we may become. "There is one beauty of the stars, and another of the moon." There is one beauty of youth, another of maturity, and another of old age. Excellent are they all; but from its completeness, as well as from its rarity, the beauty of old age is the divinest of the three—the crown and completion of all the rest. Youth is beautiful for its physical and moral, but old age is the happy union of the physical, the moral and intellectual qualities, that generally command love, respect and homage. I know an old woman of seventy-three years of age, of a beauty as much superior to that of seventeen, as that of snowy Mount Blanc to verdant Primrose Hill. Lovely are the snow-white locks, neatly parted over her serene forehead; lovely are the accents of her sweet voice that speaks love-kindness to all the world; lovely is the smile that starts.

from her eye, courses to her lips, and lights up all her countenance, when she fondles a child, or gives counsel of wisdom to the young man or maid; lovely is she even in her mild reproof of a wrong-doer; so mild and gentle—so more than half divine—that he or she relapses afterwards into wickedness, is reckless and hardened indeed. I dislike ugly people. I said so at first. I say so now. No man has a right to be ugly; it is their own fault, and they must pay the penalty."

TREASURES OF THOUGHT.

If thou hast thrown a glorious thought
Upon life's common ways,
Should other men the gain have caught,
Fret not to loose the praise.

Great thinker, often thou shalt find,
While folly plunders fame,
To thy rich store the crowd is blind,
Nor knows the very name.

What matters that, if thou uncoil
The soul that God has given,
Not in the world's mean eye to toil,
But in the sight of Heaven?

If thou art true, yet in thee lurks
For fame a human sigh;
To Nature go, and see how works
That handmaid of the sky.

Her own deep bounty she forgets
Is full of germs and seeds,
Nor glorifies herself, nor sets
Her flowers above her weeds.

She hides, the modest leaves between,
She loves untrodden roads;
Her richest treasurers are not seen
By any eye but God's.

Accept the lesson. Look not for
Reward; from out thee chase
All selfish ends, and ask no more
Than to fulfil thy place.

Heart Music for Working People.

"LOVE THY NEIGHBOR AS THYSELF."—A merchant in Macon Ga., who had just finished unpacking his goods, stepped to the door and looked for some one whom he might employ to take the empty boxes into his backyard. Seeing two little boys passing, he asked them if they wanted a job, and told them they should have a quarter a piece when they finished. This very much delighted the boys, and they set to work with such alacrity that they had finished before sundown, and with smiling faces presented themselves before the counter for payment. The merchant praised their industry, and opening his cash drawer began turning about the coins to find the two quarters he needed for the little boys; but it so hapened that there was but one quarter in the drawer, and so he gave this to one of the lads, and to the other one he gave three dimes, as the nearest he could come to the change. The little fellow who received the thirty cents offered to bring back the change, but the merchant told him to keep it. He thanked the gentleman, and then, as they passed out, one of the clerks of the store heard the generous boy say to his companion:

"Well, Johnny, we will go and buy some marbles with the five cents, and divide them between us, for we worked just alike, and it is not fair that I should have more pay than you." Now, young reader, was not that a noble boy—generous as well as just?

"When the Athenian general, Iphierates, son of a shoe-maker, was reproached by Hermodius with his birth, he said I would rather be the first than the last of my family."

"If thou seest the oppression of the poor, and violent perverting of judgment and justice in a province, marvel not at the matter; for he that is higher than the highest regardeth; and there be higher than they." This is important advice from an old author not much read in these days, who never forgets the retribution of Divine Providence.

"A student of Mathematics, after having gone through, and seemingly understood Euclid's proof, that the squares of the sides containing a right angle, are equal to the square of the side subtending it, remarked, to the astonishment and dismay of his teacher, "But it is not really so, is it, sir?"

If any person who is obliged to take offensive medicines would first take a bit of alum into the mouth, they could take the medicine with as much ease as though it were so much sugar.

Resident Editor's Department.

THE WAR.—We have always carefully endeavored to exclude from the pages of the *Journal* all articles of a political, sectional or sectarian character; and in our own department we have studiously avoided the discussion of every subject that could possibly give rise to party feelings or prejudices.

During the whole of the present year, those questions which have resulted in the fierce contest in which we are now engaged, have engrossed the attention of all classes of our people; they have been discussed by perhaps every other *periodical* in our land; and we too, might properly have set forth their bearing upon the educational interests of the country, but we preferred to remain silent while the sentiments of our people were divided.

Since all party contests have ceased, and all are united in the great struggle for independence, we feel it to be our duty, as a loyal citizen of North Carolina, engaged in the noble work of training the minds and hearts of the young, to present some considerations which should influence us, in the manner of conducting the war, as well as stimulate us to the utmost vigor in its prosecution.

If, while we are fighting for national independence and the maintenance of our just and inalienable rights, we should permit those interests, which alone can make freedom worth possessing, to languish and even perish, through neglect; what will we have gained, when we shall have brought the war to a successful close?

Surely it is not the part of wisdom to put forth our whole energies in a struggle for the attainment of a desired object, and, at the same time, recklessly to destroy that for which we are contending.

We desire to be not only a free, but also a happy and prosperous people.—That we may secure our freedom, it is necessary that we should meet on the field of battle, those who would wrest it from us, and there with manly courage and a firm reliance on God, defend our Heaven-born rights. But the mere possession of political independence, can make us neither happy nor prosperous.

It becomes us, therefore, while striving earnestly, energetically and perseveringly, for complete success against the enemies of our country, to look with anxious solicitude, to the development of our resources, that we may be the better able to prosecute the war to a favorable issue, and that at its close, we may feel that we have a country which will be a fit home for that liberty for which we have been so zealously contending, and for the sake of which we have so freely poured out our blood and treasure.

But it is our province, especially, to view this subject in its relations to the mental and moral training of the young. As patriots, philanthropists, and Christians, we have few duties to perform at any time, that have a more important bearing upon the future condition of our country, than the proper education of our children. And in times of war, when so many exciting scenes conspire to withdraw their minds from appropriate studies, and so many temptations surround them, we tremble when we contemplate the sad consequences that may result, unless those to whom God has committed the care of the rising generation can be aroused to a proper sense of the vast responsibilities resting upon them.

Let us suppose that the war should last for three years, and that during the whole of that period our school-houses should remain closed, as most of them have been for the last six months; what will be the condition of our boys, who are now so rapidly acquiring an *education*, in the streets of our villages and towns, at the depots of our railroads, and around the encampments of our soldiers? These *schools* are now, in many parts of our country, far more numerous attended than those in which the faithful teacher is ready to impart useful lessons, and lead the young mind into the paths of knowledge and virtue.

The ubiquitous teacher of these street schools, (for they are all under the special superintendence of the same Principal,) imposes upon his pupils tasks so unreasonable, that they are frequently, perhaps we may say generally, not dismissed to their homes until a late hour of the night. In fact, there are many branches in his long catalogue of studies, in which he seldom gives instruction except during the night sessions of his schools; and those pupils who are then kept at home by their parents, through fear of the night air injuring their health, or because they are so far behind the progress of the age as still to retain the antiquated notion that "night is the proper time for boys to sleep," or for some other equally frivolous reason, lose entirely, many of the most important lessons and much of the most effective teaching, for, at night the *principal* is always present in each of his numerous school rooms, and it is then that he is everywhere aided by a full corps of his best qualified and most energetic assistants.

The great and liberal founder and director of these schools, although he has many other important interests to look after, all over our land, seems to think the *education of the young* a matter of paramount importance. Short-sighted parents often regard this as a thing of very little consequence, compared with laying up an abundant store of wealth for their children, or gratifying their desires of ease, pleasure, and freedom from restraint. But not so with this far-seeing instructor; he would have them lose no time from his own tuition, and that of his faithful collaborators. That none may be able to dispute his authority, or in any way prevent him from so training the youth of the land

to make them an honor to their teacher, he even aspires to a full paternal right; he would have them all to become his adopted children.

Parent, are your children attending any of his schools? If so, did you inquire before sending them, his "terms of tuition?" Perhaps he has induced you to believe that his instructions are gratuitous; that he keeps no account against you, and will never present his bill; that it is much cheaper to send your boy to such a school than to keep him always attending the Academy or Seminary, of that man, who requires you every year to pay fifty or sixty dollars tuition fees, and at the same time does not please your son half so well as the other. Can it be that you have allowed him thus to deceive you? For notwithstanding his great popularity and influence, he is well known among wise men as an impostor—even as "the father of lies." And you will one day learn with sorrow, that he claims as the price of his constant and untiring exertions, not your *money* perhaps, but the *health* of your child, his *character*, and—that which a world of wealth could not purchase—his *Soul*.

We feel called upon to warn you, parents, against these schools, because in times of excitement like the present, they, unlike all other institutions of learning, are in a most prosperous condition. The course of study is made unusually attractive, and the boys are eager to attend without being required to do so; and many of them are found there, without the permission or even the knowledge of their parents. See to it then, that your children are kept in some better school, during the day, and that this deceiver does not, even then, claim them as his pupils at night. Whether they enter his school with or without your consent, even though he should allure them into it, when you least suspect it, yet he will at last, claim his full compensation.

Strange as it may appear, the proprietor of these schools, while he is ever laboring to increase the number of his scholars, often endeavors to conceal the location of his school houses. It is sometimes supposed, by those who have not observed his operations with much care, that he always locates them in the most public places; but we have found them to exist even in the most retired, and often unsuspected, localities. If those parents, who live in the country, where they may suppose that their boys are entirely out of the reach of temptation, will make a careful examination of their neighborhood, they will most probably find that even there he has been at work.

Let us all determine, then, that we will use every effort to guard our children against the evils that surround them on every side; that we will, at whatever cost, furnish them the means of obtaining such an education as will fit them to enjoy and perpetuate the free and independent country, which we hope to transmit to them as our richest legacy. Let us throw around them the effective, the God-given shield of parental restraint; for He has said "Train up a child in the way he should go, and when he is old he will not depart from it."

OUR OWN PRIMARY GRAMMAR for the use of beginners. By Charles W. Smythe, A. M., Principal of the Lexington English and Classical School.

We welcome, with sincere pleasure, this little book for the children of the Confederate States. It comes as a harbinger of that true independence which we all should desire to achieve for our Country and without which, a mere political independence will be but a name. We must think for ourselves, we must write and publish our own books, especially those from which our children are to imbibe their earliest modes of thought.

So far as we have been able to examine this first North Carolina school book, that has made its appearance since commencement of the war, we are much pleased with it, and consider it equal, if not superior to any English Grammar for beginners that we have ever examined. We are aware that it is by no means an easy matter, to prepare a work, on this subject, that will exactly suit the minds of children, nor can we say that they will find no difficulties in this, or that the patience of the teacher will never be tried, by his almost fruitless efforts to enable them to understand what the author supposes he has made perfectly plain.

The definitions are briefly and clearly stated, in the most simple language, and nothing is introduced beyond the most simple facts of the language. Each lesson contains such exercises as will aid the pupil in understanding, applying and retaining the principles and facts learned.

The mechanical execution of the work does much credit to both printers and binders, laboring, as they do, under almost insuperable difficulties.

"A Common School Grammar," by the same author, will be published very soon.

The author desires us to lay the following communication before the readers of the *Journal* :

I have just published a Primary Grammar of the English Language. It is but just to say that the work has been published under many disadvantages and necessarily contains a few typographical errors. I desire to say that a small edition has been published in order that a corrected edition may be soon issued.

Every possible improvement will be made in its form and contents as my chief desire is to publish as correct and suitable a book as possible.

C. W. SMYTHE,

Our Own Primary English Grammar.

BY C. W. SMYTHE, A. M.,

Principal of the Lexington English and Classical School.

This work is designed for the use of those who are beginning the study of English Grammar, and contains only the most simple facts of the language, so stated that they may be easily learned and readily understood. It is a neat little book of 72 pages 12 mo. Price, per single copy, 25cts; per dozen, \$2.00; per hundred, \$15.00.—CASH.

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STATE EDUCATIONAL ASSOCIATION OF N. C.

PROCEEDINGS OF THE SIXTH ANNUAL MEETING.

GREENSBORO' Tuesday, Nov. 19th 1861.

The Association met in the Presbyterian church, at 7 o'clock P. M., and was called to order by the President, Prof. C. W. Smythe, of Lexington.

The meeting was opened with prayer by Rev. J. Henry Smith, Pastor of the church in which the Association assembled.

The President, in compliance with the requirements of the constitution, delivered an appropriate and interesting introductory address.

On motion, a committee, consisting of Rev. T. M. Jones, J. D. Campbell and S. Lander, was appointed to report the order of exercises.

On motion of Prof. Sterling, a committee of five was appointed to nominate officers for the ensuing year; and the election of officers was made the first order of the day for to-morrow.

The President announced the names of Prof. R. Sterling, Rev. L. Branson, A. C. Lindsay, Rev. T. M. Jones and Dr. J. A. McLean to constitute the committee.

On motion of the same, a committee, consisting of Rev. C. H. Wiley, S. Lander and R. Sterling, was appointed, to arrange and report business for the action of the Association.

The Constitution was then read, for the information of persons who might wish to become members of the Association.

The members present were requested to announce their names to the secretary, and, including those proposed and elected during the meeting, the following were enrolled :

Cabarrus co. W. M. Coleman.

Carteret. Rev. L. Branson.

Davidson. C. W. Smythe,

Duplin. R. W. Millard.

Guilford. Rev. C. H. Wiley, Rev. T. M. Jones, Rev. L. L. Hendren, Rev. J. H. Smith, Richard Sterling, A. C. Lindsay, J. W. Albright, W. F. Alderman, W. M. Wiley, W. D. Trotter, Miss Lucy J. Armfield, Miss M. A. Thomas, Mrs. Mary Smith, Miss M. E. Carter, Miss M. J. Bethel, Miss A. D. Clary, David Hodgkin, M. S. Sherwood, J. D. Campbell, W. W. Wharton, W. A. Caldwell, W. C. Doub, C. G. Yates, Dr. J. A. McLean, Jesso H. Lindsay, S. Lander.

Iredell. Rev. S. C. Millen.

Mecklenburg. Rev. J. L. Kirkpatrick, D.D., Dr. Nye Hutchinson, J. P. Ross, G. W. McDonald, A. Grier.

Rowan. S. H. Wiley, A. D. Wilkinson, W. Murdock, J. J. Stewart, L. Blackmer, R. J. Belcher, Mrs. E. J. B. Cannon.

Randolph. Rev. B. Craven, D. D.

Sampson. L. C. Graves, Rev. G. M. Gibbs, A. A. W. Burkhead.

Wake. W. J. Palmer, Mrs. Mary Mason.

Rev. T. M. Jones, President of G. F. College, tendered to the Association the use of the College Chapel, for one of our public meetings. And, on motion of Prof. Sterling, the Association accepted the invitation and appointed a meeting in the Chapel for to-morrow evening, at 7 o'clock.

The committee on the order of exercises reported, that the business meetings of the Association would be held in Mr. Yates' Hall; and that one or more addresses might be expected, at the meeting appointed for to-morrow evening.

On motion the Association adjourned, to meet for business, at 9 o'clock to-morrow morning.

The meeting was closed with prayer, by Rev. L. L. Hendren, Pastor of the M. E. Church.

SECOND DAY—MORNING SESSION.

NOVEMBER, 20th 1861.

The Association met, at the appointed hour, and was called to order by the President.

The session was opened with prayer, by Rev. J. L. Kirkpatrick, D. D. President of Davidson College.

The committee on business made a partial report, recommending

various subjects for the consideration and action of the Association, which were then taken up in the order recommended.

The first order of the day being the acceptance of the Charter granted by the Legislature, it was read and explained by Rev. C. H. Wiley, and was unanimously adopted. It is as follows:

AN ACT TO INCORPORATE THE STATE EDUCATIONAL ASSOCIATION OF NORTH CAROLINA.

SECTION. 1. *Be it enacted by the General Assembly of the State of North Carolina, and it is hereby enacted by the authority of the same,* That the State Educational Association of North Carolina, as organized by a voluntary society in the town of Salisbury, on the 21st day of October, A. D. 1856, and whose organization was further perfected at the annual meeting held in Warrenton on the first day of July, 1857, in Statesville on the 7th day of July, 1858, in Newbern on the 14th day of June, 1859, and in Wilmington on November 13. 1860, shall be and the same is hereby incorporated under the name and style of "The State Educational Association of North Carolina," and may have and use a common seal, sue and be sued, and take, hold and convey real and personal property of the value of twenty thousand dollars, and no more, for the purposes hereinafter specified.

SEC. 2. *And be it further enacted,* That the said society may adopt for its government a constitution and by-laws, not inconsistent with the constitution and laws of this State or of the United States, and shall, according to the provisions of these, annually elect a president, six vice presidents, a recording secretary and a corresponding secretary and treasurer in one, all of whom shall hold their office, until their successors are appointed, and the said society shall have a permanent executive committee of three, consisting of the superintendent of common schools and the recording and corresponding secretaries, and whose powers and duties shall be prescribed in the constitution and by-laws of the society.

SEC. 3. *And be it further enacted,* That it shall be the duty of the State Educational Association of North Carolina to hold an annual meeting at such place and time as the executive committee, or others authorized by the constitution and by-laws so to do, shall direct; at which meeting some questions connected with the cause of education shall be discussed and decided, and at which shall be delivered addresses and essays intended to promote the progress of useful learning in the State, and to diffuse information among the people; and the proceedings of these meetings, and such essays as the association may deem proper, shall be published in pamphlet form, one copy of which shall be sent to the executive library, and one to the library of the State in Raleigh; one to each of the colleges, male and female, in the State; one to the chairman of each board of county superintendents of common schools, to be filed in his office, and one to each committee of examination.

SEC. 4. *And be it further enacted,* That the said Association shall have at least two standing committees, one to be called "The Committee on Common Schools," and one "The Committee on Statia-

ties," which committees shall, from time to time, make reports to the association on the subjects on which they are appointed.

SEC. 5. *And be it further enacted*, That it shall be the duty of the superintendent of common schools for the State, to notify the chairmen of the boards of superintendents of common schools and the examining committees, and the president and directors of the literary fund, at least fifteen days in advance of the time and place of each annual meeting of the association, to make an annual address before it setting forth the condition, wants and prospects of the common school system, to aid in directing its deliberations and action to useful purposes connected with the cause of general education, and to exert himself to prevent any sectional, sectarian or political bias in its proceedings.

SEC. 6. *Be it further enacted*, That said association shall have published under its auspices a monthly periodical to be called "The North Carolina Journal of Education," to be conducted by such persons, and on such terms as it or its authorized committees may see fit; and the first named of the board of editors shall be the superintendent of common schools for the State, who shall publish in said journal such of his official decisions as he may deem of general interest; his annual letters of instructions to committees of examination—extracts from his annual report of the Governor—such suggestions as he may deem important, with explanations of the duties of his subordinate officers; and once in every two years, a digest with index and notes of all the laws in force in regard to common schools.

SEC. 7. *And be it further enacted*, That it shall be the duty of the president and directors of the literary fund to pay said association, through its executive committee, the sum of six hundred dollars per annum for four years, beginning with the year 1859, and ending with the year 1862; *Provided*, Such appropriation can be made from the literary fund without diminishing the usual distribution for common school purposes, or injuriously interfering with the usual operations of the literary board, or of the common school system; *And provided, also*, That the books, accounts and operations of the association are open to the inspection of the Governor of the State; And this charter may be declared null and void whenever by the proper legal process, in the authorized tribunal, it shall be proved to have become a political, sectional or sectarian society, or to be engaged as a society in propagating doctrines inconsistent with the peace and safety of the State.

SEC. 8. *And be it further enacted*, That the president and directors of the literary fund shall annually appropriate to said society one hundred dollars, to be paid under the direction of the executive committee, in premiums of not more than thirty dollars, nor less than fifteen each, to common school teachers for essays on such subjects as the association or its authorized committee shall select.

SEC. 9. *Be it further enacted*, That this act shall be in force from and after its ratification. [*Ratified the 23rd day of February, 1861.*]

The committee appointed to nominate officers for the ensuing year, reported, and the following were unanimously elected:

PRESIDENT.

W. J. PALMER, Principal of the Institution for the Deaf and Dumb and the Blind.

VICE PRESIDENTS.

Rev. B. Craven, D. D., Pres't. of Trinity College. Rev. J. L. Kirkpatrick, D. D., President of Davidson College. Prof. F. M. Hubbard, of Chapel Hill. D. S. Richardson, Principal of the Wilson Schools. John G. Eliot, of Wayne. Prof. M. D. Johnston, of Mecklenburg.

Recording Secretary.—J. D. Campbell, Greensboro'.

Corresponding Secretary and Treasurer.—S. Lander, High Point.

The President elect was conducted to the chair and introduced to the Association. And after briefly expressing his thanks for the honor conferred upon him, he took his seat as the presiding officer.

Prof. C. W. Smythe, on retiring from the president's chair, made some appropriate remarks in regard to the important duties devolved upon the Association, in view of the present condition of our Country.

The following, offered by Prof. Sterling, was unanimously adopted:

Resolved, That a committee of five be appointed, by the Association, to consider, and report upon the general educational interests of the Country.

And, by nomination and vote of the Association, Rev. C. H. Wiley, Rev. Dr. Craven, Rev. Dr. Kirkpatrick, A. C. Lindsay and Rev. T. M. Jones, were chosen to constitute the committee.

On motion of the same it was

Resolved, That a committee of five be appointed, to take into consideration the interests of the Common Schools of the State.

The committee, appointed by the President, consists of Messrs. C. W. Smythe, S. Lander, J. P. Ross, Rev. S. C. Millen and S. H. Wiley.

On motion of Rev. C. H. Wiley, a committee, consisting of Messrs R. Sterling, R. W. Millard, and Rev. J. Henry Smith, was appointed to report to the Association four subjects for premium essays, as required by sec. 8. of our charter.

The following additional by-law, offered by Rev. Dr. Craven, was adopted:

The original mover of any resolution, that shall have passed the house, shall reduce the same to writing and hand it to the Secretary.

The Association spent the remainder of the morning session in an interesting, informal discussion, on the propriety and necessity of stimulating the production and publication of Southern text books. This discussion was participated in, by Rev. C. H. Wiley, Rev. Dr.

Craven, Prof. Sterling, Prof. Smythe, Rev. Dr. Kirkpatrick and Rev. L. Branson, and was suspended by a motion to adjourn, until 3 o'clock P. M.

AFTERNOON SESSION.

The Association met according to adjournment, and was called to order by the president.

On motion, W. M. Coleman was appointed a member of the committee on the interests of Common Schools, in the place of J. P. Ross, whose engagements called him home.

The discussion, on the subject of supplying our Country with proper text books, pending which the Association adjourned, was resumed by C. W. Smythe, and continued by W. M. Coleman, S. H. Wiley, Rev. L. Branson, Rev. J. H. Smith, and Rev. C. H. Wiley.

On motion of Rev. L. Branson, it was,

Resolved, That a committee of three be appointed, to report, to the next meeting of the Association, a list, accompanied with suitable models, of a set of Apparatus designed to illustrate the sciences taught in Common Schools; the cost of said Apparatus not to exceed twenty dollars per set.

The committee appointed, under this resolution, consists of Rev. L. Branson, A. A. W. Burkhead, and W. M. Coleman.

The committee appointed to present subjects for prize essays, reported the following:

- 1st. The art of Reading the English Language.
- 2d. The claims of English Orthography and Orthoepey.
- 3d. The propriety and importance of employing more female teachers in our Common Schools.
- 4th. The standard of moral character in teachers.

The report was adopted; and the Association instructed the Executive Committee to offer, on such conditions as they may prescribe, a premium of \$25.00 for the best essay, written by a teacher of Common Schools, on each of these subjects.

The speakers who were expected to address the Association this evening, having failed to make their appearance, the resolution to meet in the College Chapel was rescinded, and it was decided to hold a business meeting, in this Hall.

The committee on Common Schools made the following report:

The committee beg leave to report, in part, as follows: We recommend that a memorial, from this Association, be presented to the Convention of the People of North Carolina, now in session, asking that the Common School funds and the revenues arising therefrom, be placed, by a Constitutional enactment, beyond the reach of peril, and we ask instructions to prepare such memorial.

C. W. Smythe, Chairman.

The report was received and adopted, and the committee instructed to present a memorial, for the consideration of the Association, to-morrow morning.

On motion, the Association adjourned until 7½ o'clock.

EVENING SESSION.

The Association met at the appointed hour; the President in the chair.

The Subject of memorializing the Convention, in regard to the school funds, was called up by the committee, that they might hear the views of the members, before preparing a memorial. It was discussed by Messrs. C. W. Smythe, R. Sterling, D. F. Caldwell, Rev. Dr. Kirkpatrick, and the President. And on motion, the subject was laid on the table until the committee report the memorial, to-morrow.

The committee appointed at the last meeting, to urge upon the Legislature the establishment of a system of Normal Schools, reported, verbally, that they had been unable to secure any action on the subject, on account of the great amount of business before that body. The subject of Normal and Graded Schools, as intimately connected, was then discussed by C. W. Smythe, Rev. Dr. Kirkpatrick, Rev. L. Branson, S. Lander, and Rev. C. H. Wiley. And, on motion, a committee of five, consisting of S. H. Wiley, Rev. Dr. Kirkpatrick, C. W. Smythe, D. A. Davis and Rev. L. Branson, was appointed, to consider the subject and report to the next meeting.

On motion of J. D. Campbell, the Association returned its thanks to Prof. Smythe, our late President, for the interesting, introductory address, with which he entertained us last night; and he was requested to place a copy in the hands of the Secretary, for publication.

The Address was afterwards handed to the Secretary, and will appear in the Journal of Education.

Rev. J. H. Smith offered some resolutions in regard to our Journal of Education, which were discussed by several members; pending which the Association adjourned, to meet at half past nine o'clock, to-morrow morning.

The meeting was closed with prayer, by Rev. Mr. Smith.

THIRD DAY—MORNING SESSION.

NOVEMBER, 21 1861.

The Association met according to adjournment Rev. Dr. Kirkpatrick, one of the Vice presidents, in the chair.

The session was opened with prayer by Rev. S.C. Millen, President of Concord Female College.

The minutes of yesterday were read and approved.

On motion of Prof. Smythe, the order of the day was postponed, and the subject of the Journal of Education resumed.

Rev. Dr. Kirkpatrick offered two resolutions, in addition to those presented, yesterday evening, by Rev. Mr. Smith; all of which, after further discussion, were unanimously adopted, and are as follows:—

Resolved, That we earnestly commend the "North Carolina Journal of Education" for fireside reading, in all the families of the State, as a periodical, interesting and instructive, and in every way, and increasingly deserving of our confidence and encouragement.

Resolved, That now and henceforth, its industrious and indefatigable editor ought to be aided by every member of this Association, according to his several ability; and that we pledge ourselves to contribute toward sustaining and increasing its interest and usefulness.

Resolved, That the members of this Association, now present, pledge themselves to special efforts for the enlargement of the subscription list of the Journal, and invite the co-operation, in this good work, of all the absent members, both male and female.

Resolved, That the "Standing committee on the Journal of Education" be instructed, to take into consideration the propriety of making such changes in its character and size as, without departing in any respect from its original design, shall adapt it more specifically to the wants of families and persons of literary taste; and to present to the next annual meeting of the Association, a scheme of such changes and improvements as may be deemed advisable.

The committee on the general interests of education in our Country, presented their report, which was received and, after some discussion and amendment, adopted, and is as follows:

The State Educational Association of North Carolina, ardently attached to the rights, interests and honor of the State and of the Confederate States, and profoundly sympathising with the Country in its righteous efforts to maintain its independence, would earnestly exhort the teachers of the State to labor for the common cause with those means which they can use most effectively for this great end.

And they would remind all such that a war for independence, under the circumstances in which the Confederate States are placed, is one which requires for its successful prosecution active and competent laborers in all those departments of industry, which, under God, constitute the wealth and strength of a nation.

Not the least important of these is the School Room where the young mind and heart of the State are trained for virtuous and useful enterprises, imbued with patriotic sentiments and fitted for the grave responsibilities which devolve upon the citizens of a free com-

PROCEEDINGS OF ASSOCIATION.

munity. Whatever the circumstances of the country, there will be children at home who can only be usefully employed in study—and while the exposure and casualties of war are helping to carry off the present adult generation, which, under any circumstances would not be long on the stage of action, it is of the utmost importance that those who are to succeed them should be able to appreciate the greatness of the trusts committed to their hands.

And while this is so, it should also be remembered that a country which cannot be sustained by its own energies and productiveness can be subdued or ruined—and that it is in the School Room that the mind of the State is prepared for special usefulness in the development of its material and moral resources, and for their skilful application to its support and defence.

If a people cannot under Providence, sustain a war from the *production* of the country, but must consume what may be called the *principal* of its resources, there will of course be a limit to their powers of endurance—and when the capital is gone, and the investments in educational and material improvements consumed, they will then, at last, and with crippled energies, have to produce regularly for their current wants, or succumb. Now, this Association, animated with unconquerable faith in the resources of the State and of the Confederate States, can never doubt the ability of the people to reclaim their intellectual, industrial, commercial and political independence, if each class of the community, with an humble trust in God, and a sincere desire to walk in the ways of that righteousness which exalteth a nation, will diligently, faithfully and courageously devote itself to those means which it can employ with most effect for such a result.

The Association therefore cordially adopts as its own deliberate utterances the following resolutions passed at a Conference of Teachers and other friends of education, in the city of Raleigh, on the 9th of July last, to wit:

Resolved, That in the opinion of this Assembly representing a large number of the colleges and seminaries, male and female, of North-Carolina, the contest now going on for Southern Independence, should commend itself to the hearts and consciences of all the people of the Confederate States.

Resolved, That as this is a struggle for national existence and independence, it is to be maintained and carried on, under Providence to a successful issue, not only by legislative acts and by force of arms in the field, but also, in the school room, at the fireside, and by all those moral agencies which preserve society, and which prepare a people to be a free and self-governing nationality; and that, considering our former dependence for books, for teachers and for manufactures on those who now seek our subjugation, it is especially incumbent on us to encourage and foster a spirit of home enterprise and self-reliance.

Resolved, That the recent unexampled progress of our beloved State towards a leading position among her Southern sisters, is, under God, mainly due to her great and noble educational system.

Resolved, That in this time of peril and trial it is of the first im-

portance that this system, constituting the greatness of the present, and the hope of the future, should be maintained with energy for the sake both of its beneficent results to us and to our posterity, and as an illustration, to the world, of the civilization of the people of the Confederate States, and of their right and ability to assert and maintain their freedom and independence.

Resolved, That we recognize in the Common Schools of North-Carolina the broad, sure, and permanent foundation of her whole educational system, and that we would respectfully and earnestly commend to the authorities and people of the State the primary necessity, and the vital importance of preventing even a temporary suspension of this nursery of popular intelligence and patriotism, and of State independence.

And the more effectually to carry out the spirit of these resolutions, the Association hereby pledges itself as an organized and chartered body, and the members bind themselves as individuals to each other, and before the world to the following course of action.

1. To discountenance and frown on all insinuations that the people of the Confederate States are not able, by the blessing of God, and when walking in His statutes, to maintain their Independence against any human power.

2. To endeavor to lead the public mind, by means legitimate to the Association and consistent with its purposes, to just views in regard to the true elements of national strength—and to encourage Teacher's and others of kindred occupations never to despair of the Republic, but to stand at their posts through every storm and trial, supporting and animating each other, and determined that neither the United States or any other Power shall force us to the abandonment of these moral agencies, the want of which will leave us in the end dependent on our enemies for books, for schools, for teachers, and for all the influences that make and direct society.

3. To regard all classes of Schools in North Carolina as identified in their general interests—to watch over our state educational system with sleepless solicitude as an inestimable trust partly committed by God to our keeping—and to use our own peculiar weapons to defend the homes made sacred by the blood of our brave and patriotic troops from an invasion of that ignorance, vice and confusion, which are the fit and effective allies of those who seek our subjugation.

4. To encourage the production of Southern Text Books, by buying such as are at all suitable to our wants, in preference to those of all other Countries, whatever the difference in price and mechanical execution—and to discountenance and disown all persons who, without necessity, resort to reprints or foreign importations.

5. In war and peace, now and hereafter, and under all circumstances, when it is possible and can be done without the violation of moral principle, to resort to the text books of our own people—to books printed and published in the Confederate States of America, encouraging as far as it is possible, not only our own writers, but our publishers and manufacturers, and thus continuing the glorious bat-

life of freedom now begun, by those means so vital to a final and permanent triumph.

6. To endeavor to diffuse correct views in regard to the infinite importance of keeping up our Schools not only for the sake of their vast moral benefits to society, but as great consumers which will stimulate enterprise and draw out capital for the production of books, of paper and of other useful materials—thus acting as the most effective and direct patrons to genius and to a great number of arts essential to the life and independence of a people, throwing a cheerful radiance over society, and lighting the way to a thousand other useful enterprises.

The committee appointed to memorialize the State Convention, in regard the Common School funds, presented a memorial which was made the first order of the day for this afternoon.

The committee appointed at the last annual meeting, to report upon the propriety of establishing district associations, made, through its chairman, a verbal report, adverse to the organization of such associations.

The following resolution, offered by Mr. W. M. Coleman, was unanimously adopted;

Resolved, That this Association recommends the organization of associations, affiliated with this, by the teachers of each county in the state; for the purpose of promoting the cause of education among the people.

The Association adjourned to meet at 3 o'clock, P. M.

AFTERNOON SESSION.

The Association met at the hour appointed, the President in the chair.

The consideration of the memorial to the State Convention, being the regular order for this hour, was resumed. After further discussion and amendment, the memorial was unanimously adopted, and is as follows:

To the Honorable, the Convention of the People of North Carolina—

The State Educational Association of North Carolina, now in session in the Town of Greensboro, would respectfully memorialize your Honorable body to secure by some Constitutional enactment the proceeds of the Common School Fund to the several and important purposes to which they were originally dedicated.

Owing to the confusion of the times apprehensions have existed that these resources might be diverted to other purposes; and this Association representing every class of schools in the State, including all our Colleges and Seminaries, have with the most profound solicitude, observed these apprehensions, regarding the contingency referred to as a great calamity which should if possible, be avoided.

We believe that our Common Schools are the essential and neces-

nary basis of all our means of education; that whatever increases their influence elevates all the other means of education, and that whatever cripples their action strikes a blow which is felt through the whole mind of the State.

The Common Schools of North Carolina, are the product of the careful and untiring labor of years.

Every year finds them increasing in efficiency, and usefulness; and our people are now reaping untold blessings from their influence.

They are now in an exceedingly interesting state of progress and development; the various officials directly connected with their management and the public at large are just beginning to understand their nature, while the long and anxious labors of the General Superintendent are beginning to tell with most obvious effect in all the ramified departments of the system. A vast system of moral agencies, including this Association, and its county affiliated societies, has been matured, and is now in effective working order; and all this promising state of things, the work of time and patience, will be wrecked by even a temporary suspension of the Schools, while it would, also, repress every enterprise for the publication of books, and leave many thousands of children to grow up in ignorance, thus greatly enhancing the difficulties of the times.

The members of the Association know that they are animated with the most ardent attachment to the independence, rights and liberties of the Confederate States of America; they regard their cause as righteous, and believe it should enlist the sympathies and engage the energies of every class of people. To this work there are many departments, and under the circumstances of the country not the least important is that of preserving society from disorganization, stimulating the hopes and enterprizes of the people, and training the young for lives of virtue and patriotism.

In this department the schools are the direct agency; and never in our history were the obligations of teachers to the public more important or sacred.

To the Southern Confederacy is now committed the maintenance of Constitutional liberty in the world; and the education of a people having more than any other on earth, this inestimable trust in charge, is a matter which must at once commend itself to the judgment and conscience of every christian patriot.

Again it is essential to our independence that we think for ourselves—that we write and publish our own books. How are we to stimulate an enterprise of such infinite advantage? Not by bounties, but simply by furnishing a remunerative demand for our own works.

Now this demand is found in the Common Schools; they are great consumers whose patronage will inevitably call out genius to write and capital and enterprise to publish the books they need.

The influence of the Superintendent of this great system and of this Association have brought *all* the educational influences of the State into one plan of operations on this most vital subject; and if our school machinery is not interrupted, the great work so long desired

red, the emancipation of our people from slavish dependence on the North for books and thought will soon be an accomplished fact.

It would be tedious to state the various steps taken to accomplish this end; and your memorialists deem it only sufficient to say that the arrangements, as far as North Carolina is concerned, are completed, and nothing more is wanted but an assurance that the foundation of all their glorious hopes, the Common School system, shall remain unimpaired.

Your memorialists would further represent that the establishment of our independence, will be followed probably, by an influx of foreigners, and at all events by a free intercourse with foreign nations; and that thus the mind and heart of the South will be brought in direct contact with the pernicious modes of thought which have infested Northern society with a thousand destructive *isms* from which we are happily exempt.

We should be equipped with a full and efficient system of moral agencies of our own, when this day of trial comes, and prepared rather to impress our own modes of thought on others than passively to receive from them.

For these and other paramount considerations your memorialists are encouraged to believe that the statesmen of the country will fully appreciate the importance of the objects which they have in view.

And they are further encouraged by the consideration that the funds which they desire to be sacredly dedicated to Educational purposes cannot be so effectively applied to the work of independence in any other way.

The proceeds of the School Fund would be barely sufficient to equip and keep in the field, for military operations, about 100 men; as now applied, they give life to *some four thousand schools*, and are furnishing an elementary education to *over one hundred and fifty thousand children*. This much they now directly accomplish, and their certain tendency is to widen and deepen, among the masses, the spirit of education, and thus to sustain that vast superstructure of Classical Schools, Seminaries and Colleges which constitutes the present glory of North Carolina, and the great hope of the future of the State.

In conclusion your memorialist again affirm with solemn emphasis their ardent attachment to the State and to the Confederate States, and beg to say that they feel that no other class are more truly anxious to devote themselves to the success of the great cause of Southern independence than the members of this Association, the origin, history and present operation of the Society all bearing emphatic testimony to its earnest zeal in this behalf. And your memorialists will ever pray &c.

On motion of Rev. J. L. Kirkpatrick, D. D., President of Davidson College, it was,

Resolved, That the President and Recording Secretary of the Association, in connection with the Superintendent of Common Schools, be a committee to lay the memorial just adopted before the State

Convention, and to do whatever may be proper and necessary to secure for it the favorable attention of that body.

The following amendments to the Constitution, offered by S. H. Wiley, were severally adopted:

Resolved, That the following be added, as articles 1st and 2nd of our Constitution.

Art. I. This Association shall be called the State Educational Association of North Carolina.

Art. II. The objects of this Association shall be, to promote the mutual improvement of its members, and to advance the educational and literary interests of the State.

Resolved, That Art. 8. be amended by striking out the words "signed by the President of the Association:" and that the following additional article be inserted:

Any person, by the payment of twenty dollars, may become a member of this Association for life, and, without the payment of annual fees, shall enjoy all the privileges of membership and also receive regularly a copy of the N. C. Journal of Education.

Resolved, That the Executive Committee be instructed to rearrange the articles of the Constitution and the By-Laws, as amended, for publication with the proceedings of this meeting.

Resolved, That the Constitution, Charter and By-Laws, together with the proceedings of the Association, be regularly recorded, by the Secretary, in a suitable book; which he is hereby instructed to purchase.

On motion, the Secretary was instructed to have the Charter Constitution and By-Laws printed, in pamphlet form, and to keep the same for the use of the Association. For which purpose the sum of ten dollars was appropriated.

The following By-law was adopted:

It shall be the duty of the Treasurer to keep a regular account with each member of the Association; and to submit his report, with books and vouchers, to the Auditing committee for examination, before each annual meeting.

Also the following, offered by S. Lander, Treasurer:

The Treasurer shall place in the hands of the Recording Secretary his bond, with approved security, in the sum of one thousand dollars, for the faithful discharge of his official duties.

On motion, the first By-law was so amended as to provide for a sixth standing committee, to be called the Auditing Committee, to consist of three members.

The following were announced, by the President, as the standing committees, for the ensuing year:

COMMITTEE ON COMMON SCHOOLS. Rev. C. H. Wiley, D. S.

Richardson, Rev. J. L. Kirkpatrick, D. D., Rev. T. M. Jones, and W. B. Jones.

COMMITTEE ON JOURNAL OF EDUCATION. J. D. Campbell, Rev. J. H. Wiley, D. S. Richardson, S. H. Wiley, and C. W. Smythe.

COMMITTEE ON ESSAYS AND LECTURES. S. H. Wiley, A. D. Wilkinson, J. J. Stewart, W. C. Kerr, and Rev. S. C. Millen.

COMMITTEE ON EDUCATIONAL STATISTICS. Rev. C. H. Wiley, Richard Sterling, Rev. B. Craven, D. D., D. A. Davis, and J. H. Mills.

COMMITTEE ON MILITARY SCHOOLS. Gen. D. H. Hill, Col. C. C. Tew, R. W. Millard, W. F. Alderman, and W. M. Coleman.

AUDITING COMMITTEE. Jesse H. Lindsay, Rev. J. Henry Smith, and Rev. T. M. Jones.

The following, offered by Mr. S. H. Wiley, was unanimously adopted:

Resolved, That this Association earnestly recommend to the various Colleges, Academies and High Schools of the State so to arrange their summer vacations that they may all include the month of July.

On motion, a committee, consisting of Rev. C. H. Wiley, Rev. Dr. Kirkpatrick and C. W. Smythe was appointed to prepare resolutions in regard to the death of the late Gov. Ellis.

The committee, after a short consultation, reported the following, which were unanimously adopted:

Resolved, That this Association has heard with profound regret of the death, since its last meeting, of Hon. John W. Ellis, Governor of the State and an active and efficient member of the Association.

Resolved, That in this dispensation of Providence the educational interests of North Carolina have lost a sincere friend, whose enlightened and patriotic zeal has done much to promote the moral and material advancement of his native State.

Resolved, That these resolutions be published among the proceedings of the Association, and a copy sent to the family of the deceased.

These resolutions of thanks, offered severally by the gentlemen whose names are attached, were all unanimously adopted.

By Rev. J. L. Kirkpatrick, D. D.

Resolved, That the thanks of the Association be offered to the citizens of Greensboro' for the hospitality extended to the members of the body: also to the several Rail-road Companies for their liberality in reducing the charges for travelling to and from the meeting.

By Mr. J. J. Stewart.

Resolved, That the thanks of the Association be tendered to the

officers of this body, for their able and impartial discharge of the duties incumbent upon them during its sessions.

By Mr. S. H. Wiley.

Resolved, That the sincere thanks of the Association are due to the committee of arrangements, for their special attention to the comfort of the members attending this meeting.

Resolved, That the Association owes special thanks to Mr. C. G. Yates, for the free use of his comfortable and commodious Hall for holding its business sessions.

By Rev. C. H. Wiley.

Resolved, That the thanks of the Association be tendered to the ladies who have graced our meetings by their presence.

On motion, the Association adjourned, to meet at such time and place as may be appointed by the Executive Committee.

The meeting was closed with prayer by Rev. Dr. Kirkpatrick.

WILLIE J. PALMER, *President*.

J. D. CAMPBELL, *Secretary*.

CONSTITUTION OF THE STATE EDUCATIONAL ASSOCIATION OF N. C.

ART. I. This Association shall be called the State Educational Association of North Carolina.

ART. II. The objects of this Association shall be, to promote the mutual improvement of its members, and to advance the educational and literary interests of the State.

ART. III. The officers of this Association shall consist of a President, six vice Presidents, a corresponding Secretary, and a Recording Secretary, to be elected at the regular annual meeting and to serve for one year, or until their successors be chosen.

ART. IV. It shall be the duty of the President to preside and preserve order at the meetings of the Association. But in the absence or inability of the President, one of the vice Presidents shall perform his duties.

ART. V. The corresponding Secretary shall conduct the correspondence of the Association. He shall also act as Treasurer, and discharge all such duties as may be devolved on him by law.

ART. VI. The recording Secretary shall keep a faithful record of the Constitution, By Laws, and proceeding of the Association; he shall preserve such papers as may be committed to his care, and he shall superintend the publication of such documents as the Association may designate.

ART. VII. The Superintendent of Common Schools in North Carolina and the Secretaries of the Association shall be an Executive Committee, to execute the orders and attend to the general interests of the Association during the intervals between meetings.

ART. VIII. The Association shall meet annually at such time and place as the Executive Committee may select. But the President, upon the requisition of the Executive Committee, shall call special meetings, at such times and places as said committee may determine; and no business shall be transacted at such meeting but that for which they are specially called.

ART. IX. Twelve members from four different counties shall be a quorum to transact business at any meeting of the Association.

ART. X. Any resident of North Carolina may be elected a member of the Association by a majority of the members; but the name of each applicant must first be proposed, accompanied by a statement of his county, post office and pursuit; and the name of no person shall be enrolled as a member, until he shall have paid one dollar into the treasury of the Association.

ART. XI. Each member shall be required to pay one dollar annually into the treasury of the Association.

ART. XII. Any person, by the payment of twenty dollars, may become a member of the Association for life, and, without the payment of annual fees, shall enjoy all the privileges of membership and also receive regularly a copy of the N. C. Journal of Education.

ART. XIII. No money shall be paid by the Treasurer except by order of the Executive Committee.

ART. XIV. At the commencement of each annual meeting the President shall deliver an address on such subject, or subjects, as he may think important for the Association to consider.

ART. XV. No article of this constitution shall be altered except by a vote of two-thirds of the members present at a regular annual meeting.

BY-LAWS.

I. There shall be six Standing committees appointed, by the President, at each annual meeting of the Association. These committees shall consist of five members each, except the last which shall consist of three, and shall be called: 1. Committee on Common Schools; 2. Committee on Journal of Education; 3. Committee on Essays and Lectures; 4. Committee on Educational Statistics; 5. Committee on Military Schools; 6. Auditing Committee.

II. It shall be the duty of these Committees, in addition to any special business from time to time committed to them, to make to each meeting of the Association such reports, suggestions and recommendations, on the subjects in regard to which they are appointed, as they shall deem important.

III. The committee on Essays and Lectures shall, each year, select not more than three persons to deliver Essays before the Association, and, if the subjects for the Essays are not determined by the Association, the committee may select them.

IV. The Association, at each meeting, shall select a subject for discussion and decision at the next annual meeting, and shall appoint a committee, of not less than three nor more than five, to bring it before the meeting by report or reports.

V. The order of business shall be as follows :

1. Calling the roll and reading the minutes of the preceeding meeting.
2. Admission of members.
3. Reports of Committees.
4. Motions and Resolutions.
5. Special orders.
6. Unfinished business : and it shall require a vote of two thirds of the members present, when objection is made, to take up any business out of its regular order.

VI. Any member may call for the ayes and noes to be recorded, on any pending question.

VII. The session of the Association, for each day, shall be opened and closed with prayer.

VIII. The original mover of any resolution, that shall have passed the house, shall reduce the same to writing and hand it to the Secretary.

IX. It shall be the duty of the Treasurer to keep a regular account with each member of the Association : and to submit his report, with books and vouchers, to the Auditing Committee for examination, before each annual meeting.

X. The Treasurer shall place in the hands of the Recording Secretary his bond, with approved security, in the sum of one thousand dollars, for the faithful discharge of his official duties.

WRITTEN FOR THE JOURNAL.

PLATO ON FILIAL AND PARENTAL RELATIONS.

The ancient Philosophers had many correct opinions on moral subjects and relations. And in some instances we may well listen to them, and derive instruction from them.

For instance, on the relation of parents and children, we find Plato saying, "If any one hath a father, or mother, or grandparents worn out with age, and, laid up as sacred relics in his house, let him never suppose, as long as he possesses this altar of the domestic hearth, that any other sacred image is more worthy of his adoration, provided he knows how to worship it aright." And, again, "Let us then, believe that we can have no religious image more precious in the sight of Heaven than a father, or grandfather, or, mother worn out with age; and that in proportion as we honor or delight in them with a religious joy, in the same proportion does God himself rejoice." Taylor Lewis remarks on this, "What a beautiful and affecting picture is here presented! the aged and infirm parent not only revered in the secret sanctuary of the heart, but actually regarded, if not as the very household deity of the dedicated domestic temple, yet in truth, as the best visible representation, through whom, homage was to be rendered to the invisible God. As a consequence of this religious relation, Plato attaches great importance to the blessing and curse of a parent, and in this he is in accordance with one of the most ancient and universal doctrines that have ever prevailed among mankind. "For (says Plato) the curse of a parent comes loaded with calamity to children in a way that is true of no other relations." "Every one that hath reason, both fears and honors the prayers of parents, knowing well, that often, and to many, have they been fulfilled." The author above mentioned adds, that the converse doctrine, namely, the importance of the parental blessing, is certainly one of the most clearly taught in the old Testament. How consonant it is, both with the language and spirit of Scripture, no one need be told who recollects the value attached to the blessing of the Patriarch Isaac, and the declarations of the dying Jacob to the twelve heads of Israel, besides many other passages which are founded on the same idea. The Bible makes this relation the subject of the first commandment immediately following the direct duties we owe to God, and hence, too, the Jewish law punished the crime with such unrelenting severity, as though, if permitted to pass with impunity, it would be the fruitful source of every violation, both of the laws of Heaven and Earth. The filial

and parental tie seems to have been regarded as a continuation of that which bound us to God, and hence, in strictest harmony with this view, Plato regards the man who had sundered the latter as having utterly annihilated the duties and obligations of the former. Men and women are formed to fill places in society by the training they receive in the family as they grow up. And as they are there so they will be in after life. If they feel and respect the force of parental authority, they will ordinarily grow up to respect the laws of the State, and make useful citizens, but if not they will probably make troublesome members of society.

The community will not countenance that treatment of a parent who abuses his family, by intemperance and otherwise, on the part of children, that they will from a stranger. We once knew of a case where a father maltreated his family, some of them grown children, and they had him arrested and imprisoned, but the community did not sustain them in it. So Plato says, "If any one shall dare to treat with violence father or mother, or any one of his or their progenitors, having before his eyes neither the fear of the powers above, nor of the vengeance of the world beneath, but despising the ancient and universal traditions of mankind, shall break through all law, for such a one there is need of some extreme remedy."

EPHOROS.

WRITTEN FOR THE JOURNAL.
RANDOM THOUGHTS.

Amidst the turmoils and perplexities, the perils and hardships in which our country is now involved, it is some consolation to find that "the schoolmaster is abroad" in the land, that the State appropriations have not yet been withheld, and that the Journal still holds on its way *waxing stronger and stronger*. It is matter of regret that in these stirring times so few original communications are sent you; but judiciousness in making selections is always an important qualification of an Editor,—I mean the Editor of a Periodical—and some of the selections in your last number are very good.

Within a few months I have heard a number of unreflecting people remarking that our Common Schools have proved a failure, that the public money has been spent to very little purpose and that it had better be put to some other use. If they have in many places proved a failure, as they probably have, it is the fault of the people themselves and not of the State nor of the Superintendents. I found no difficulty in silencing them; but I fear that thus "convinced they are of the same opinion still." No wonder that the State appropriation is often

spent to very little purpose and that the children only learn idle or bad habits, when they employ men who "*cannot teach and will not learn*," either from sheer indifference, or because some of the school committee have a nephew or some young relative who is too lazy to work and whom they wish to favor in this way. If the people of every district would only do their duty, our Free Schools would be an inestimable blessing to every coming generation and the glory of the land; but in order to this it is indispensable that Boards and committee men, teachers and parents should all regard these primary schools as an object of transcendent importance. Unless the right spirit can be roused up in the breasts of parents and teachers, Normal Schools and other efforts of the State authorities will accomplish little at least in the rural districts. Normal Schools may give us a number of *respectable* teachers, but not so many great teachers. A young man who would become a first rate teacher must depend mainly upon his own resources, and his powers must be developed by the circumstances in which he is placed. Every one who has any mind or resources of his own, has also a peculiar tact for controlling those who may be placed under his care as well as for communicating what he knows. Then, there is a real pleasure in learning without a teacher, in teaching without an example and in governing without the trammels of prescribed rules; for the teacher ought to be, like Robinson Crusoe on his lonely island, "monarch of all he surveys." A man who acquires wealth by his own efforts might justly feel more proud, if either were allowed to take to himself the credit of his success or of what he possesses, than one who has inherited a much larger amount. A boy at school who works out his questions in Arithmetic or Algebra himself feels a much higher gratification than if an older scholar or the teacher had done it for him. So with every thing we undertake; and the teacher is like all other men. We have now a few who are better teachers than any Normal School could have made them, because and only because they engaged in it *con amore* and pursued a judicious and independent course. But I have forgotten myself and wandered from the point I aimed at, rather too far. When I commenced I intended to notice a little defect or two in the teaching of our common schools especially in the rural districts which, so far as I am aware, has not been noticed, and which is really a reproach, not so much, however, to the pupils as to the teachers; but it deserves some attention.

For the last three years, more or less, I have attended to the business of a country Post Office, and that has brought to my notice some gross deficiencies in the common scholarship of this region, which

otherwise never would have attracted my attention. The letters which come to the office are directed in all sorts of ways, and while a few are handed in that are unexceptionable, mostly by persons whom I myself have instructed in relation to it, the greater part have the words which ought to be put on the back—taking all the letters that come—arranged in about as many different positions as they could have been placed in by the rules of Permutation and Combination.

Many letters are handed into the office which are directed in every possible way except the right way; some of them by old men, of whom nothing better ought to be expected, but many of them by young men and young ladies who have had for several winters the benefit of the free schools in their respective districts. Some of these have, First, the name of the State, written in full and close to the upper edge of the letter; next the name of the county; then the name of the post office; and, last of all, the name of the person for whom it was intended, written as near the lower edge and the right hand corner as practicable. Some have the post office first and others the county first. Some have written as near the left hand corner of the lower edge as practicable and in larger hand than anything else on the letter—*postage paid*, as if the writer doubted the honesty of the Post Master, or did not know that he is bound to keep an exact account of all the letters that pass through his office, paid or unpaid; and some have the words all scattered over the back, so *helter skelter* that it is difficult to ascertain the place of its destination or find room for the "Post mark." Do you consider this a small matter? It does not appear so to me, and after a little reflection you will probably argue with me that it is one of very great importance. Why, sir, just think of it; with rare exceptions, one here and another there, in the learned professions, and once in awhile, a lady, one, perhaps, in a hundred or five hundred thousand, who, either from a genuine literary taste, or for want of better business, employs her time in writing for the instruction or amusement of the public. With these rare exceptions, the whole of the writing done by the million masses of our country is of an epistolary kind. Business, friendship and pleasure include the entire circle of their emotions and all the means and influences that bear directly upon their progress in life; and the mail is the great channel of their communications. To a great extent, their business is transacted and the reciprocities of friendship are carried on and their plans of recreation and amusement are arranged, attachments are formed, courtships are matured and marriages are contracted by the transmission of letters.

Now we would ask any intelligent man who takes a christian and patriotic interest in the welfare of our country, if this subject does not

deserve, some constant and earnest attention; Is not that on which the progress in life and the social enjoyment of nine out of ten of our population so really and so manifestly depend, worthy of our regard? In the towns and villages the case is different; for there, whether the teachers attend to it or not, the children learn the forms and rules of etiquette in this matter from their parents or educated correspondents; but in the country these advantages are wanting. It seems to me that *letter writing* should be made a part of the requirements in every free school over the country, a regular exercise in both penmanship and composition. Every pupil who is far enough advanced should be required to hand in to his teacher a letter carefully written on business or friendship, once every week, or, at most, once in two weeks; and the teacher should point out to the writer all the defects in orthography, in the style of address, in the sentiments and in every thing that needs correction or improvement. In every school, the letters of Cowper or those of some other, which could be regarded as models in this kind of composition, should be read by the scholars and commented on by the teacher. The pupils would soon become very fond of this exercise—so fond of it that they would rather be reading these model letters of Cowper, playful and humorous as they are, in their hours of recess than to be playing “Town-ball,” or “Prisoners-base,” which would have a very happy effect in giving them a taste for reading and in attaching them to the teacher and the school. I have thrown out these hints in a hasty way, and if you think them worthy of an insertion in your Journal, they are at your service,—if not, throw them in the fire. C.

BE POLITE.

It is said that George McDuffie, of South Carolina, was very polite even when a little boy. One evening he was holding a little calf by its ears while his mother milked the cow, and a gentleman passing by said, “Good evening my little son.”

George returned “Good evening, sir,” with such a polite bow, that the gentleman noticed him and said:

“Why didn’t you pull off your hat, my little man?”

George answered, “If you will get down and hold my calf for me, I will pull off my hat to you.”

George’s politeness and shrewd remark were the making of him.—That gentleman said to his mother:

“Your son is a smart boy, and if properly trained, will make a great

man some day. If you will permit me, I will give George a good education, and give him a start in the world."

The mother thanked the gentleman for his kindness and let him take charge of her son. George arose from the ears of his calf to the highest rank in the legal profession; he was then sent to the State Legislature—then to Congress—then made Governor of South Carolina.

I wish all my little nephews and cousins to be polite. A polite bow and a "Good evening, sir," cost nothing, but are sometimes worth a great deal. One courteous bow was worth a fortune to little George McDuffie.

Everybody likes polite children. Worthy persons will pay attention to such, speak well of their good manners, and entertain a good opinion of their parents. I fear teachers do not pay sufficient attention to this subject. They ought to lecture their pupils at least once a week upon "the rules of politeness." Little boys and girls are ignorant of these rules, and teachers are the proper persons to teach them. The school is the proper place, too, because it is a little community affording frequent occasion for the exercise of politeness.

When I used to go to school, my teacher made it a rule that every boy should make a bow and every girl a courtesy as we entered the door every morning, and do the same as we left at evening. And our instructor would invariably notice us with a polite bow, unless he happened not to see us. I like every rule that helps to refine our manners and improve our hearts.

My little readers—scholars—salute your teacher every morning with a graceful bow and a "good morning, Mr. N——," and at evening if convenient, part with him in the same way; and be polite to everybody, especially to old persons.

A STRANGE PREJUDICE.—When coal was first used in England, the prejudice against it was so strong that the House of Commons petitioned the crown to prohibit the "noxious" fuel. As this did not abate the nuisance, those who burned coal in London and its neighborhood were fined for the first offence, and their furnaces destroyed if they persisted. A law was finally passed making it a capital offence to burn coal in the city, except in the forges; and it is stated that in the time of Edward I. a man was tried, convicted, and executed for this crime. In Pennsylvania, the idea of using coal fuel was at first greatly ridiculed, and the early pioneers in the trade encountered many difficulties; but they persevered, till the trade became one of the most important in the state.

Common School Department.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS OF N. C., }
November, 1861. }

To the Boards of County Superintendents of Common Schools for the several Counties of the State :

GENTLEMEN:—You will see by an advertisement, which has appeared in the papers, that the President and Directors of the Literary Fund, have ordered ninety thousand dollars (\$90,000,) of the proceeds of the Fund to be distributed for Common School purposes, as the division or dividend for the Fall of the current year.

From the state of the Treasury, caused by the unsettled condition of the times, this sum is not now available; but unless some unlooked for and improbable calamity shall befall us, the amount can be paid by April 1st., 1862, without at all impairing the financial ability of the State.

And as the Fall and Winter Schools are not generally out before Spring, it was ordered by the Literary Board that the sum aforesaid be made payable on the 1st. of April next, and that in the mean time, the Clerk of the Board prepare and publish a statement of the amount to each county.

In announcing to you the most gratifying intelligence, that our great Common School system, which was becoming one of the brightest hopes of the State, can be kept in a condition of vigorous vitality without at all interfering with the operations of the Government at such a crisis, I feel called on to express my humble and grateful sense of God's peculiar mercies to us as a people; and to say to you that while the All Wise Dispenser of events thus multiplies our resources and continues to us a healthy condition of society at home, we need not fear a foreign foe.

As far as finances are concerned, the Government has probably passed its hardest trial; and the General Government will soon commence paying to the States the Expenses which they have incurred for the War of Independence.

We ought to be devoutly thankful, that our own beloved North Carolina has been enabled, by the favor of Divine Providence, to do her full share in furnishing men and means for the war without seriously affecting the machinery of society; and the enemies of the country and the whole world, must inevitably see and feel from this

condition of things, that the subjugation of such a people is a hopeless task.

Our Northern foe does not expect to conquer us merely by force of arms, well knowing the valor of Southern soldiers, with hearts stirred and arms nerved with patriotic fervor; but with the calculation which is his leading characteristic, he is looking anxiously for the drying up of the springs of our domestic life, or for such a social disorganization as will cripple us more than the loss of a battle in the field.

While, then, our brave troops are doing their part well, there is an allotted task for every one who remains at home: this is a war of *Independence*, and its battles are to be fought in the open field, in the school room, in the council chamber, by all the arts and appliances which make a people self-supporting, and keep alive and active in their midst the benign and invigorating influences of religion, law, education and domestic thrift. Remembering this, we ought to give the greater heed that the battle does not fail in that most vital and arduous point where we, in the providence of God, are placed as watchers and defenders; and however dark the night may grow and whatever difficulties and dangers may be multiplied upon us, let us stand manfully by our trust, knowing the precious hopes, the inestimable interests committed to our keeping, and waiting patiently for the day of triumph which will certainly dawn on a people who thus act while their trust is in the God of Justice and Truth.

Gentlemen, I say again, we are fighting for *Independence*. Oh, then let us cherish with undying care, with unconquerable energy, those mighty springs which next to true religion, do most to infuse into the heart and mind of a nation the life and energy, hopes and sympathies necessary to its unity, power and prosperity. As soon as you see the tables prepared by the Clerk of the Literary Board, you will take the amounts due to your several counties, and after making proper allowances for commissions of chairmen, and for general expenses, you will agree on what is due to the several districts and schools as if the money were already in hand. The sum distributed or to be distributed among the counties in the usual half-yearly dividend, and by the time the schools are generally out, the chairman will be able to meet the drafts in favor of teachers.

Let the proper notices be at once given of the amounts due to districts by your chairman; and permit me to call on you to exert yourselves as officers of a great system full of promise to the present and the future, and as members of a social system which has

been misrepresented throughout the christian world, to keep alive the spirit of education and the whole moral frame work of society, that we may truly maintain our independence, and demonstrate to the nations who underrate us, that Southern civilization is not of such a flimsy character that its machinery can be arrested or destroyed by the pressure of such power as that which now seeks our overthrow. With much respect, I am your friend and servant,

C. H. WILEY, *Superintendent for the State.*

OFFICE OF THE LITERARY BOARD. }

RALEIGH, Nov. 13th, 1861. }

The President and Directors of the Literary Fund having made distribution of said Fund for the year 1861, have directed the following tabular statement to be published, showing the Spring and Fall Distribution to each county, and the sum total during the year.

The amount of the Fall Distribution will be paid to the persons entitled to the same on and after the 1st day of April, 1862, on application to the Treasury Department.

The counties of Clay, Mitchell and Transylvania will receive their shares from the counties out of which they were respectively formed. There having been no report from said counties, under the Law of the General Assembly.

HENRY T. CLARK, *President ex-officio for Literary Board.*

PULASKI COWPER, *Secretary of the Board.*

Counties.	Fed'ral Pop.	Spring distribution	Fall distribution	Total distribution	Deduct for Deaf, Dumb and Blind
Alamance,	10,475	\$609 96	\$1101 10	\$1711 06	
Alexander,	5,778	300 18	607 37	907 55	
Anson,	10,884	645 36	1144 09	1789 45	
Alleghany,	3,507		368 64	368 64	
Ashe,	7,800	512 34	819 91	1332 25	
Beaufort,	12,428	702 96	1306 39	2009 36	
Bertie,	11,036	598 32	1160 07	1758 39	
Bladen,	9,764	481 44	1036 87	1518 31	225 00
Brunswick,	6,954	357 06	730 98	1088 04	
Buncombe,	11,882	740 28	1249 00	1989 28	
Burke,	8,288	415 14	871 20	1286 34	
Cabarrus,	9,830	520 44	980 74	1501 18	
Caldwell,	7,064	350 16	742 54	1092 70	
Camden,	4,492	310 44	472 18	782 62	75 00
Carteret,	7,398	372 48	777 65	1150 13	75 00
Caswell,	12,473	729 66	1311 12	2040 78	
Catawba,	10,064	494 04	1057 90	1551 94	
Chatham,	16,607	963 30	1745 68	2708 98	75 00
Cherokee,	8,958	402 18	941 64	1343 83	
Chowan,	5,357	315 12	563 11	878 23	
Clay,					
Cleaveland,	11,495	581 82	1208 32	1790 14	
Columbus,	7,612	318 48	800 15	1118 63	
Craven,	13,797	739 74	1450 80	2190 04	
Cumberland,	14,037	638 03	1475 53	2113 56	225 00
Currituck,	6,406	375 42	673 38	1048 80	
Davidson,	15,371	847 38	1615 75	2463 13	75 00
Davie,	7,537	419 88	792 27	1212 15	75 00
Duplin,	12,936	666 66	1359 80	2026 46	75 00
Edgecombe,	13,333	601 06	1401 52	2002 58	150 00
Forsythe,	11,985	637 87	1259 78	1897 70	
Franklin,	11,278	570 11	1183 51	1753 62	

<i>Counties.</i>	<i>Federal Pop.</i>	<i>Spring distribution</i>	<i>Fall distribution</i>	<i>Total distribution</i>	<i>Deduct for Deaf, Dumb and Blind</i>
Gaston,	8,431	433 68	886 24	1319 92	
Gates,	6,883	412 68	723 52	1136 20	
Granville,	18,962	1038 18	1903 23	3031 41	
Greene,	6,346	319 26	667 07	986 33	
Guilford,	18,606	1108 80	1955 81	3064 61	
Halifax,	15,301	780 42	1608 40	2388 82	75 90
Harnett,	7,005	425 35	736 35	1171 70	
Haywood,	5,676	414 42	596 64	1011 06	
Henderson,	9,895	412 89	1040 13	1453 11	
Hertford,	7,726	399 36	812 13	1211 49	
Hyde,	6,617	395 10	695 56	1090 66	75 00
Iredell,	13,676	783 32	1437 58	2220 90	75 00
Jackson,	5,416		569 31	569 31	
Johnston,	13,690	778 86	1439 05	2217 91	
Jones,	4,365	236 10	458 83	694 93	
Lenoir,	8,158	370 86	857 54	1228 40	150 00
Lincoln,	7,349	415 44	772 50	1187 94	
Macon,	5,796	370 14	609 25	979 39	
Madison,	5,823		612 10	612 10	
Martin,	8,468	417 66	890 13	1307 79	
McDowell,	6,598	344 46	693 56	1037 02	75 00
Mecklenburg,	14,758	703 44	1551 32	2254 70	75 00
Mitchell,					
Montgomery,	6,920	369 78	727 41	1097 19	
Moore,	15,420	513 13	1095 32	1608 45	
Nash,	9,815	474 30	1031 72	1506 02	150 00
New Hanover,	17,582	854 16	1848 17	2702 33	
Northampton,	10,653	643 36	1119 81	1763 17	
Onslow,	7,457	422 40	783 85	1206 25	
Orange,	14,905	897 42	1566 77	2464 19	
Pasquotank,	7,747	462 48	814 34	1276 82	
Perquimans,	5,820	361 80	611 78	973 58	75 00
Person,	9,143	529 50	961 09	1490 59	
Pitt,	12,691	644 70	1334 04	1978 74	
Polk,	3,795		398 92	398 92	
Randolph,	16,135	910 56	1696 06	2606 62	
Richmond,	8,828	476 16	927 97	1404 13	
Robeson,	13,307	664 80	1398 79	2063 59	
Rockingham,	14,219	741 78	1494 66	2236 44	
Rowan,	13,014	739 74	1367 99	2107 73	
Rutherford,	10,617	743 28	1116 02	1859 30	
Sampson,	13,812	738 66	1451 88	2190 54	375 00
Stanly,	7,333	388 88	770 72	1159 60	
Stokes,	9,414	509 49	989 57	1498 97	
Surry,	9,881	487 92	1038 66	1526 58	225 00
Transylvania,					
Tyrell,	4,304	267 12	452 42	719 54	
Union,	10,304	555 48	1083 13	1638 61	75 00
Wake,	24,334	1267 38	2557 92	3825 30	150 00
Warren,	11,566	621 96	1215 79	1837 75	75 00
Washington,	5,371	286 80	564 58	851 38	
Watauga,	4,915	200 88	516 65	717 53	
Wayne,	12,726	619 05	1337 72	1956 77	225 00
Wilkes,	14,266	698 52	1499 60	2198 12	
Wilson,	8,321	405 28	874 68	1279 96	
Yadkin,	10,138	570 66	1065 57	1636 33	
Yancey,	8,510	484 08	894 55	1378 63	150 00
	860 234	\$45,212 52	\$90,425 04	\$135,637 56	\$3075 00

Resident Editor's Department.

OUR MEETING.—As will be seen from the Proceedings published in this number of the Journal, the State Educational Association held its annual meeting in this place, commencing on the 19th instant and continuing through the two succeeding days.

Notwithstanding the shortness of the notice and the general depression now prevailing in educational matters, we are pleased to say that there were between fifty and sixty members present, from various parts of the State, and that they all seemed to be deeply impressed with the importance of the objects for which we had assembled.

All seemed ready to coöperate in advancing the true and highest interests of our beloved commonwealth, in asserting and maintaining our independence, both political and mental, and in preparing our children to appreciate, enjoy and preserve that liberty for which we are zealously contending. And all, we doubt not, returned to their homes, refreshed and invigorated, and determined to labor still more earnestly to sustain and improve our great system of education.

We would call the attention of the absent members to the very liberal Charter, which was granted by the Legislature, last winter, and under which the Association is now fully organized. The Association is thus enabled to hold and use the means of accomplishing much good which would have been beyond its power while not incorporated.

The report of the "Committee on the general educational interests of the Country" deserves a careful perusal. We ask every reader of the Journal to notice particularly those parts of it that relate to a supply of text books for our schools, and to the fostering of a home literature.

The resolutions adopted in regard to the *Journal*, ought to claim the special attention of every one who desires to aid in advancing the educational and literary standing of North Carolina. Every one can do something towards carrying out the spirit of some one of these resolutions, and if all will work in good earnest, not for a few weeks or a month, but throughout the whole year, we will be able, before the next meeting of the Association, to make our *Journal* interesting to all classes of our citizens, and an honor to the State and to the great cause which it advocates.

The only subject selected for special discussion, at the next meeting, is that of Normal and Graded Schools. It will be brought before the Association through the report of a committee appointed for that purpose, and will prob-

ably add much to the interest of the meeting, and may be the means of giving new life to the cause of education, in many places in the State.

THE JOURNAL FOR 1862.—As one more number will close the present volume of the Journal, we desire to say a few words to our friends in regard to our prospects and plans for the future.

The Journal is the organ of the State Educational Association of N. C. and is under its control. It therefore appeals, with confidence, to every member of the Association, to aid in its support, both by using his individual efforts to increase the number of its readers, and by contributing, so far as he can, to the interest of its contents. It represents the educational progress of North Carolina and the literary character of her teachers; and whether it shall be a true representative of these or not, depends entirely upon the teachers themselves, since they can have every number filled with articles of the highest character, if they so desire, or they can leave us to fill its pages with such as we can secure, and thus allow the Journal to misrepresent them.

The circulation of the Journal is now sufficient to secure it against discontinuance, even in these trying times; and if, through the exertions of its friends, the number of subscribers can be so increased as to make it yield a profit, whatever is received, above a support, will be expended in increasing its value.

We hope every one will read the resolutions, on this subject, published among the proceedings of the Association, and will adopt them as his own and act upon them. If all will thus act, we will soon be enabled to present a periodical that will be an honor to our teachers and to the State, and that will be read with interest by thousands of our people.

THE PREMIUMS.—We would invite the special attention of Common School Teachers to the very liberal Premiums offered by the State Educational Association, exclusively to them. They will be found fully explained, with all their conditions, in this number of the Journal.

Let each one study the subjects carefully and see what he can say about each of them. He may soon be able to fix upon the one that will suit him best. Let him then write his thoughts, from time to time, while studying the subject and he will probably find, in a short time, that he has the materials on hand for a regular essay.

We hope that hundreds of our teachers will make the effort, with the full determination to do their best. During the long winter evenings, between this time and the first of April, all may find time to study the subjects; and the benefit derived from the mental labor will be an ample compensation, even to

those who fail to receive a premium; in fact it will be worth more than the premium itself.

We will expect essays from a number our lady teachers, especially on one of the subjects proposed; for we think that they can certainly advance many reasons why more of them should occupy places in our school houses, and that they can present the subject in such a light as to induce others of their sex to enter this noble field of labor. But we would not wish to confine the ladies to this one subject; for many of them can write as well perhaps, on any one of those selected, as any of our male teachers. Nor do we desire to debar the gentlemen from speaking in favor of the employment of ladies, as teachers in our schools. Many of them will no doubt feel that this is a favorable opportunity of giving due honor to the noblest portion of the human race.

No one should fail to try, through fear of not being able to write as well as others. The best writers could not write as well, perhaps, at one time, as you can; but they improved by every effort that they made, and in their works, now read and admired by all, you see the result. And if you choose to write merely for the sake of the pecuniary reward offered, and should fail to receive it this time, you will have an opportunity of trying again, with better hopes of success, through the improvement derived from this effort. For the Association will continue to offer premiums, every year, always to be confined to teachers of Common Schools.

TO THE COUNTY CHAIRMEN.—We would remind the Chairmen that while six numbers of the Journal are sent, each year, to all the School Districts, by law, the County Boards of Superintendents are allowed to subscribe for the other six, for the Districts of their respective counties. And where the Boards do not think that it would be to the interest of the schools, to send the Journal monthly to each of them, the District Committees may require the Chairman to have it sent to them. Our school officers should feel the responsibility that now rests upon them, and be ready to do every thing that will advance the interests of our educational system, and diffuse information in regard to its condition and progress.

THE NEWSPAPERS OF N. C.—We are sorry to see that a large majority of the Papers in our state have been compelled, from some cause or other, to suspend their issues. We do not know the exact number that are still published, but far more than half of our *exchanges* have ceased to make their appearance.

There are a number of Papers, to which the *Journal* has been regularly sent, that have never been sent in exchange. How many of these have been forced to yield to the pressure of the times we are unable to say; but if there are any of them still in a flourishing condition, we would be much pleased to receive their regular visits, especially if they are the friends of the cause in which we are engaged.

One Hundred Dollars in Premiums.

TO COMMON SCHOOL TEACHERS.

A Premium of twenty-five Dollars for the best Essay, written by a teacher of Common Schools, on

"The art of Reading the English Language."

A Premium of twenty-five Dollars for the best Essay, written by a teacher of Common Schools, on

"The claims of English Orthography and Orthoepey."

A Premium of twenty-five Dollars for the best Essay, written by a teacher of Common Schools, on

"The propriety and importance of employing more Female Teachers in our Common Schools."

A Premium of twenty-five Dollars for the best Essay, written by a teacher of Common Schools, on

"The Standard of Moral Character in Teachers."

The State Educational Association of North Carolina, through the Executive Committee, offers the above Premiums, on the following conditions:

1st. Each Essay must be of such a length as to fill not less than three, nor more than six pages of the N. C. Journal of Education—six to twelve pages of large letter or cap paper.

2nd. The manuscripts must be legibly written, with the pages numbered, and must be sent to J. D. CAMPBELL, Greensboro, N. C., before the first day of April, 1882.

3d. The writer must enclose in his manuscript, in a sealed envelope, his name and address, together with a certificate, from the Chairman of the board of Superintendents of Common Schools of his County, that he is a teacher of Common Schools.

4th. The Essays, for which premiums are awarded, will be published in the *Journal of Education*, with the names of the writers; and the Committee will claim the privilege of publishing as many of the others as they may think proper, omitting the names of the authors, where they do not wish them published.

5th. The same person has the privilege of sending separate Essays on as many of the above subjects as he may choose.

As soon as practicable, after the 1st. of April next, the Committee will examine all the manuscripts then in their hands, and after they have decided which Essays are entitled to the premiums they will open the envelopes containing the names, and send checks for the amounts due to the successful competitors.

C. H. WILEY,
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ADDRESS.

Delivered Prof. C. W. Smythe, President of the State Educational Association, at the opening of the Sixth Annual Meeting, in Greensboro, N. C., on the 19th of November, 1861.

It becomes my duty, by virtue of the office with which this body has honored me, to address you on this occasion.

The momentous events that have occurred since our last annual meeting, the new and exalted interests and duties that have been called into life; as they form the themes of common thought and conversation, may well claim our attention here.

Our land has so long dwelt in peace, our people are so little accustomed to the tramp of armed men and the turmoil and clangor of deadly conflict, that the trial we are passing through seems thrilling and peculiar.

But we must ever remember that the birth of a nation, where great principles and interests are at stake, unless it springs up by colonization in savage or unoccupied lands, has ever been and must ever be attended with convulsion and calamity.

The stability and peace of society, depending as it does upon the continuance and undisturbed existence of a nation's life, is of too sacred a character to be violated for light reasons.

If it is disturbed, it must be done for causes of high moment and under extreme perils.

Even when long oppression calls for change, and right and duty are on the side of revolution, the sacredness of national existence can be estimated only by that of human life and the ties which bind man to his home and family.

Then the soldier becomes a patriot, and dying leaves the memory of a martyr as a hallowed treasure to his country and his home.

Were the price of revolution easier, a refined and civilized society and stable and peaceful governments would be impossible. Anarchy would rule, and barbarism cover the land.

A year ago, doubt and uncertainty pervaded the minds of us all.

Then the people of North Carolina, believing that the union which was their pride was also their safety, earnestly hoped that it might weather the storm that threatened it.

Now as one man, in the pride of her awakened strength, with the might of a mail-clad warrior, she stands in the deadly breach against that union.

The cause to which she has committed herself is that of constitutional liberty, a cause that appeals to her and to us, as if to its last refuge upon earth.

She is contending and must contend; not for power and dominion, but for the right of man to self-government in all its hallowed relations.

Whatever may be the recuperative energies of our northern brethren, constitutional liberty is silent among them now, and subjugation for us would be an unendurable despotism. Our cause is that which nerves the patriot's arm and calls for the patriot's sacrifice.

Let us then not shrink from the trial, but with Christian fortitude and reliance, with manly courage and intelligent appreciation of the consequences, the hopes, and the duties, it devolves upon us, go forward without hesitation to whatever lies before us.

Human life and history is a sphere of trials for nations, as well as for individuals, and both are accountable.

Proud Babylons and Tyres, and Romes and Venices have arisen failed and passed away.

Mere power and wealth, the riches of the fields, the opulence of commerce, the courage of men will not suffice, there must be intelligence and moral worth among the people, public virtue in the state, and a just appreciation of the demands and dealings of Providence among all.

Each nation has its part to perform in the work of humanity; and when it transcends the bounds that Providence has set to it, it falls and another takes its place.

History, as representing the general life of humanity, is one work and has one end, the working out of the purposes of God.

There is one light that shines through and over all. It shone bright and clear over the groves of Paradise, it lightens all the hill-tops through the mists of the past, it flashed upon Sinai, glowed in the nightly tower of flame that lead the hosts of Israel, it rested

lovingly and mercifully above the darkness that shrouded Calvary, it shimmers and brightens around us and over us with the dawn of a more blessed hereafter, when the purposes of God shall be accomplished.

And as above Alps or Andes the light of heaven is always shining whatever storms may cloud the vale below, so above all the storms that beset humanity the light of God's purpose is shining.

Let us remember the great truth the past has taught us, that it is only as nations subserve the purposes of God that they are allowed to stand.

Let us glance, as examples, at one or two of the great epochs in history.

At the coming of Christ upon earth, the ancient world had accomplished all that man could do.

The sails of a busy commerce had whitened the Mediterranean and Indian seas, philosophy with her heavenward yearning, eloquence, poetry and art had been enthroned at Athens and on the hills of Rome, manly courage and devotion to country were found in their highest vigor, yet the canker of moral corruption weakened every joint and exuded at every pore, and amid all its alluring splendors, human society was but a whitened sepulchre.

Grecian culture and yearning for better things, Roman strength of purpose and mainly endurance had miserably failed.

They failed as those must fail who do not unite to their other virtues moral qualities, and are not governed by a sense of their responsibility to God.

The races then upon the stage of action had failed, and must give way. Not that there was not existing among them elements of truth, high moral worth and nobleness of character, for from these same races sprang the Martyrs and Fathers of the Christian church. But *they* were set forth as great lights by the hand of God, to lead the way to a world lying in wickedness and reeking in corruption.

In the forests of Germany God had planted a new race, endowed with many social virtues, receptive minds and hearts, and sturdy manly character.

Now in the appointed time, far off from the steppes of Asia as the whirlwinds sometimes come, swept a fierce race of untamable men, hurled themselves in successive blows upon the races of Germany and poured them as the floods come, when the bonds of winter are broken upon the corrupt and doomed Empire of Rome, and when their mission was ended, disappeared as suddenly as they came.

The storm

" Came as the winds come"
When forests are rended ;
It came as the waves come
When navies are stranded."

When the storm was over and the world seemed lying in ruins, new races free from the weakness and vices of the past, caught up the new light of Christianity that was shining in the world.

For upwards of a thousand years humanity toiled struggling upward, gradually assimilating the new life that was given it, yet with such tottering steps that the way seemed dark and dreary.

Yet the world had new life in it, and from the midst of that German land it burst forth in brighter lustre.

Science, literature and the useful arts walked forth hand in hand with free Christianity, and have advanced with steady steps, till now they encircle the earth in their arms.

And yet sad testimony to human weakness and degradation, in that European land of ancient art and culture and long experience, every advance has been made with the throes of death.

Nations and men forget their high missions, and in the intoxication of their power and success, are cut down by the hand of the avenger, and the truth is forced upon us, that it is only by the baptism of fire and blood that the nations are regenerated.

Germany, the land of Luther, is given up to the worship of her own inventions, while upon the Saxon, Briton and American now rests the mantle of the world's chief laborer.

As a strong and pointed illustration of the dealings of Providence we may take our own history as a race.

No one can deny the hand of God in shutting up our Saxon and Norman ancestry within the seagirt walls of Britain. To the human eye there could be little promise of a great nation in that seclusion.

Yet there, protected from the storms of revolution and the ills of despotism that have rocked the nations of the continent, shielded from the vices and the enervating influences that have prostrated many a state in ruins, a bold, free, vigorous race has been developed, brooking no alien rule, tenacious of their rights and opinions, determined in the honest, homely, yeoman-like maintenance of what they believe is right, patient in the prosecution of their enterprises, upon this race, wherever it is found, are laid heavy and most honorable burdens. It stands before the world as chief defender of Protestant Christianity, of free manly thought, and pure civilization. Our own history as a branch of this race is no less interesting.

Next after the religious and intellectual Reformation in Europe, the planting of these English colonies upon this western shore was the most important event in the history of modern times.

Here free scope has been given for their vigorous development, and a people have arisen, take them all in all, whose equals have not existed.

But while we have received good into our hearts, we have also received evil, and if this is the hour of our trial, we may vainly hope also that it is the hour of our purification.

One of the most striking and persistent ideas in the mind of the ancient Greek was that of the avenger following upon the track of every crime. The guilty criminal, as he fled from the scene of his crime, felt even the presence of the dark cloud, and forever heard the flapping of the unearthly pinions, as the "venerable Goddesses" tracked his foot-steps and pursued him surely, unceasingly to the fated end.

Thus, though in a higher sense, is the sure, unceasing, steady movement of the wheels of God's Providence.

Generations pass away, centuries roll by, nations rise and fall as they subserve its course, and ever the right comes uppermost, and always is justice done.

Upward and onward as the cause of Providence is, it works by means, those that subserve it are prospered by it, those that do not are crushed beneath its march.

The thought adds a solemn interest to our struggle as a people, and summons us as with the trump of an archangel to awake and be doing.

To the Christian thinker, who sees and feels the weight of the world's work, it is a thought of harrowing sadness that this nation which God would seem to have blessed beyond all in modern times, should now be torn with all the horrors of a fratricidal war, crippling its energies, and distracting its attention from its high calling.

Nevertheless God rules, and His watchful care never slumbers nor sleeps.

He hath decreed that we should be a new nation. Let us strive that we may be as a new people, and that God may be our God and not ourselves.

And when the booming of cannon and the moans of the dying shall have ceased, and our swords shall once more have been beaten into ploughshares, let us remember that it is He that giveth us the victory.

Let us not be unworthy of the heritage He has given us, nor be

so intoxicated with our success that we must be plunged from the height of our folly into the abyss.

Let us remember when the toil of battle is over, and the end is gained, the work is only begun.

All honor to the brave men who have gone forth with their lives in their hands to offer them up on the altar of their country. If they fall, let their graves be hallowed; if they return, let a grateful people remember them, but when their work is done, it will all be in vain, unless other laborers do their part. There is labor for the preacher in the sacred desk, labor for the professor in his chair, labor for the teacher in the humble school house, labor around the hearthstones of home.

Hitherto we have lived too much a passive life in the world, we have been contented to acquire riches and to enjoy our ease.

Now we are called upon to take an active position in the world and to face all its responsibilities.

The union from which we have just separated had for us great advantages as well as disadvantages.

While it built up northern towns and cities to a degree of prosperity almost intoxicating, it also enriched ourselves. Every spindle in the factories of Manchester or Lowell, stimulated our productions and poured wealth into the laps of both sections.

To the north it gave great cities, but it also made it the receptacle of all their corruptions. To it flocked the poor and the needy, the outcast and the destitute, the restless and the desperate of other lands.

Into its open ports flowed all the corruptions of Europe, all the vices and follies of the world.

It became the receptacle of the crude notions and the isms of all lands, which, like foul plants in a rich soil, grew up, so as almost to overshadow the good seed of former days.

To us it denied great cities with all their allurements, but it secured to us a free plantation life, a land of homes instead of communities, where the social virtues predominate, and a free, hardy, generous race has grown up.

In a moral point of view no people were ever placed under more favorable circumstances than ours. With all the advantages of a universal commerce, ingenious and enterprising manufacturing communities, and a vast territorial expansion, giving us the useful products of every clime, without any of their attending moral evils, we have occupied a position hitherto unknown to the world.

It is too true that we have been too content to let others do for us.

what we ought to have done ourselves, and so now present the anomalous spectacle of ten millions of people destitute in great measure of the conveniences of life.

All this is now about to be changed. To us, as doves to their windows, the tide of emigration will flow, and when we are once brought face to face with the world, we must begin the struggle with those influences of whose action we have hitherto been little more than spectators.

Those crude vague ideas which spring so readily and germinate so rapidly among swarming masses of men, will have to be met upon our own soil. We must contend in our aim with those ideas which have had so injurious an effect upon the northern masses.

I can conceive few thoughts which ought to arrest the minds of thinking men among us more than this.

These results are sure to follow, unless we live in the same state of isolation from the world as before.

The certainty requires of us to have all our machinery in motion to meet and resist these influences and to secure the highest good of our people.

Besides we have the demoralizing influences of even a just war to meet and overcome.

The present moment, by every inducement that can appeal to an intelligent and moral people, calls upon us to be earnest and awake to a sense of our duties and necessities.

It is to cooperate in securing these ends that we have assembled here, to strengthen our purposes, to awaken intelligent thought as to the demands of the future upon us, and to aid in preparing our people and state for their new and untried career.

The work has two sides, a moral and an intellectual one, and these two must cooperate to secure the highest results.

More intellectual culture without moral training is pernicious to the highest interests of humanity, while mere moral training tends to fanaticism and intolerance.

All intellectual training to bring forth its highest results must be quickened by drawing its impulses from the pure fountains of truth whose springs gush forth from on high.

Now the demands upon us from the moral point of view are of all absorbing interest. Whatever people, or community or institution endeavors to base itself upon any other foundation than that laid in the Gospel of Christ, must fail. That is the highest of all philosophy, the last appeal in case of right, the only sure corrective of error. Its streams must flow through every channel both public and

private, and must water every vine that we plant, or it will wither and come to nought.

The day demands from the teachers and professors of religion more earnestly than ever before, a strict and single adherence to the pure gospel of Christ.

It is by working out our part faithfully as private Christians, doing all things conscientiously and in the fear of God, that we best affect the popular mind and become leaven to leaven the whole lump.

We feel that the hand of Providence is with us, all unite in the belief that there is a supreme power ruling over the affairs of men. Just here lies one of our greatest moral dangers; the public intellectual belief in an impersonal Providence, an elevated Pantheism.

These and many other thoughts demand the earnest attention of thinking men. The danger may not be so great as we fear, and may be averted by being foreseen.

I can only here insist upon the supreme excellence of moral culture and the pressing demands made upon us to awake and be doing.

But the subject has an intellectual side second only in importance to the moral interests at stake.

The wants of our people as a part of humanity, as such require the universal diffusion of the means of education, while our peculiar position in the world imperatively demands it.

Upon us peculiarly rests the duty of upholding constitutional Democracy.

To secure this end, every man among us must be educated so as to understand his duties and his rights, that he may not follow blindly in the lead of popular leaders, nor be a mere waif upon the wave of popular opinion.

An intelligent agricultural people, such as ours should be, is the sure safeguard of republican liberty, and will stand as a beacon light to all the struggling world.

Our state in the means of popular instruction is a leader in the new Confederacy. It must be our task to take care that she does not dishonor or lose that proud eminence.

Our schools of every grade are our glory and pride as well as our highest safety, and we must see to it that they do not fail.

My experience and observation every day confirm me in the opinion that our common schools are the essential and necessary basis of all our means of education, and that for them the most anxious care should be manifested.

They alone reach the masses of the people, and they alone, when properly cared for, enable the higher schools to accomplish their most perfect work.

Without them the masses of our people must grow up in ignorance, slumber through their lives with powers unawakened and exposed in all their relations to be made the tools of designing men.

It does not need argument here to show the value of our common schools. They are we trust firmly fixed in the affections of our people.

But our people must be awakened to the consciousness that this priceless heritage is not beyond the reach of danger.

There are not wanting those high in influence, who undervalue this legacy and are ready to sacrifice it to the necessities of the hour.

This Association will accomplish a great good if it carries home to the hearts of the people an awakened sense of the value of our common schools and a jealous and watchful opposition to everything that would peril them or hinder their progress.

Let us sacrifice houses, lands and money, but never let that precious fund which, to the minds and hearts of our children, is like a well of waters in a desert waste, be periled in its existence, or turned from its purpose.

Our means of education are the self-denying work of years, built up by toil and hallowed by countless blessings, yet all imperiled in the struggles of the present hour. The edifice that the toil of years has erected may, in one short hour of thoughtlessness, be leveled with the ground.

We may come out of this contest poorer in this world's goods, but if the minds and hearts of the people are right and intelligent reason guides their actions, these may be regained and we be better for the struggle and the loss.

We must not only awaken our people to the importance, but to the necessity of keeping them in action.

A short period of inaction will undo the work of years of labor. We must in this case keep advancing in order that we may not lose that which we have.

We must labor constantly to awaken all classes of our community to a sense of the high value of our common schools. Even among observing men there is much skepticism as to their utility and greater indifference as to their fate.

Our teachers must be taught to set a proper value upon their profession. To them are committed interests of priceless value. They must not regard their work as a mercenary labor but as a high and ennobling one. They must respect it, that others may respect it and them.

It is not enough that they be able to perform their routine duties

with acceptance, that they should master the ordinary text-books, but they should arouse themselves to a consciousness of the true scholar's dignity.

There is a vast difference between mere information which passes glibly upon the tongue and knowledge which is an abiding treasure and a constant companion of our thoughts.

The means of information are so common and so cheap that there is a constant tendency to substitute assumption and superficiality for solid learning. This the true scholar and teacher must labor to counteract in himself and others.

Let him without neglecting the general and pleasing sources of information around him tread some one path as far as he may be able in all its heights and depths.

Let him learn to think with Hamilton and his compeers, to climb on their sublime geometry, the starry spheres with Kepler, Newton and Laplace; let him peer into the secrets of nature with the votaries of science; let him in whatever he may choose, be it science, art, language or literature strive to rise above that smattering of learning which is a temptation and a danger, and emerge upon the hill-tops that surround the mount of knowledge, that the clear beams which spring from the upper heights may illuminate him, and as he sees the great laborers in his field toiling up the steep ascents, the proud consciousness may arise in his bosom, I too am a scholar, I too am treading the upward way.

Remember it is the lofty purpose and the never-tiring will rather than the erratic endowments of genius, that secure the highest and truest success.

All this may seem visionary, but it is only by the high aims and aspirations of those the world too often deems such, that the race is ennobled.

The means of training our ordinary teachers must not be lost sight of.

The work requires men of every grade of attainments, and many of those whose circumstances do not furnish the necessary means of improvement must be made use of.

We must not forget, amid the distractions of the present moment, the objects for which we have so long been striving, our normal schools, and graded schools and all the other means of improvement.

Let us rather develop our plans, so that, if they cannot be executed now, they may be ready for the future.

Finally we must again and again strive to implant among our

people an abiding sense of the value of our educational interests, then and then only will they be out of danger.

I must conclude by reiterating the opinion that never did our moral religious and educational interests stand in greater need of earnest, whole-hearted devotion than now, to rescue them from the perils that beset them and to fit them for their high career.

Not only self-interest but pure patriotism and far-reaching statesmanship demand of us, that we give earnest heed to the interests committed to our care.

I commend these thoughts, hastily prepared in the midst of many pressing duties, to your attention and judgment.

Let us all so act, and think and advise as shall best secure the success of the high cause we here represent.

MOUNTAIN CLIMATE AND PRODUCTIONS IN NORTH CAROLINA.

MESSRS. EDITORS: Raised in the mountains of North Carolina, I hope you will allow me to furnish you a brief sketch of the advantages and peculiarities of that region, with some facts possessing more or less interest to those who may wish to make further investigations.

Mount Tryon, in Rutherford county, has long been celebrated for its exemption from killing frosts, and believed (very erroneously, however) to be an anomaly in this respect. More recently other points of the mountain ranges have been quite as erroneously represented as entirely free from dew and frost even by men of some pretensions to science. A very pleasant and intelligent writer in the August and November numbers of the North Carolina Planter has furnished some interesting particulars in regard to the mountains of that section, in connection with the subject of fruit culture, and "the genial influences of the *thermal stratum*" in the preservation of the most tender plants. Still he does not correct the *common error* by stating simply that "above the well-defined outline of this stratum on the mountain sides, frost abruptly ceases." In placing the frost line at an elevation of three hundred feet, he is too indefinite, as that height or gage will not apply to many valleys of rolling and uneven surface; while the surface of the heavy dew and frost stratum represents a plane, level or nearly so, in each valley or basin, though differing greatly in comparative elevation in different valleys. These valleys are often separated on the same streams by

abrupt descents, and divided by cross ranges or spurs from the higher ranges of mountains. Those higher ranges are mainly and in some instances entirely above the plane of killing frosts, and in some highly favored localities include some of the adjacent flat lands also; while the deeper and more central portions of the valley may be more than three hundred feet below this plane. Within the limits of Watauga county, North Carolina, are embraced some of the extreme head-waters of the Ohio, Tennessee, Santee and Pedee rivers, watering beautiful and fertile valleys, confined more or less by surrounding high mountains. The dew here is very heavy, and the outline of killing frosts as well-defined as in valleys on the same streams below, though differing in elevation from 500 to 2,000 feet. The level of killing frosts in each station is very nearly the same in all instances and in different years.

About the 20th of August, 1837, I witnessed well-defined outlines of killing frosts along the sloping hills and valleys of Western New York; and at various times since, at different points along the Alleghany and Cumberland ranges in Virginia, Tennessee, the Carolinas and Georgia, but more accurately on the 16th of April, 1849; about the 20th of May, 1852; on the 28th of April and in the fall of 1857, and spring of 1858.

These same effects of frosts are said to influence the growth and maturity of grapes on some of the European mountains, and I suppose is common to most if not to all mountains. This warm stratum covers, I suppose, the greater part of the earth at a small elevation above its surface. The area of lands, however, that lie within this genial clime, and fit for cultivation, is very limited; and to citizens of the broad and extended belt of country between the Atlantic coast and the Blue Ridge, the South and Brushy Mountains, (and some other isolated points,) are destined to become places of interest and value. In the hands of intelligent fruit-growers it would be charming indeed. So well defined was the outline of killing frost along the base of these mountains after the frost of the 16th of April, 1849, that all above to their summits, extending some ninety to one hundred miles, were clothed in the brightest and greenest robe that the half-grown leaves and tendrils could give, and presented a strange contrast to the broad and blackened plains below, extended north and west to the Blue Ridge, and eastward to the pine lands in the middle portions of the State. In the autumn of 1847, when the corn and other vegetation were killed in Lincoln, Iredell and other counties below, there were cornfields on these mountains, and even above the high valleys alluded to in Watauga county, left perfectly green

and unstained by the frost. Later, however, frost was seen as usual on the higher lands, even to the summits of high mountains; (lightest, however, on the highest points.) Long after killing frost below, I have seen corn, cotton, fieldpeas, pepper, tomatoes and watermelon vines continue green, most of them blooming fresh, and some of them growing luxuriantly. This warm climate is sought, especially at this green season by birds and animals, and the sensitive deer is then sought for, in hunter's phrase, on the high ridges. Some tender persons residing here complain of going below. Here, too, apples, peaches and the more delicate fruits grow in greatest perfection, and are rarely known to be injured by frosts. I have eaten the northern and low country fruits, both in the Northern and Southern markets, and feel assured, by comparison, that the fruits of the Brushy and South Mountains will ripen in greater perfection than in the more northern latitudes, the low country, or the higher Alleghany Mountains. Next in quality I suppose will be the southwestern portions of the Alleghany and Cumberland Mountains.

On the 6th of January, two years ago and now (as I witnessed a few days ago) in some orchards on the Brushy Mountains, the ground was covered with as fine apples as I ever saw, and many trees almost breaking with the weight of the fruit; and these orchards had not been trimmed or cultivated for ten or fifteen years. This fruit was but slightly injured by the frost, and I was told that a harder freeze would only make it better for present use. The same varieties below, with less aroma and saccharine, have rotted long since. Other tests, too, have shown the marked superiority of these fruits.

Upon the *cereals* the effect of this warm, dry atmosphere is not less marked and significant, and may by further investigations be productive of some practical results. *Rust* here scarcely, if ever seen, and notwithstanding its general prevalence and destructive effect throughout the Atlantic and Western States upon the harvest of last year, the wheat and oats on the Brushy Mountains, and also upon the mountains of Watauga, were of superior quality and the straw remarkably bright and clean, as may now be seen.

Whether science has or has not fully developed and explained, all that is useful and curious in these phenomena, it is desirable at least that the subject be made more familiar to readers generally.

In this plane of the heavy dews and frost, (so definitely marked) and also those marked above—one by fogs that fill our valley in damp weather, and *another*, still higher, upon which the clouds rest, that sometimes veil our mountain heights—is the *cause* of these different strata understood? Do their different temperatures some-

times affect barometrical measurements of heights? Can they be satisfactorily accounted for by the principle of gravitation? Are there not some acetous or poisonous elements prejudicial to the health of animals, and which, with the dew, seeks the lowest level? May not the citizens of populous and unhealthy cities at small expense, extract from the higher and purer air enough at least to expel the unwholesome atmosphere from their dwellings? Is not the small area of land above the cold and humid atmosphere of intrinsic value to invalids, especially in pulmonary and rheumatic diseases? Would not those who are depressed and enervated by unhealthy districts and wish to be recuperated, find these to be charming places of resort? where the dry stimulating air, pure water, and some of the most lovely landscape and mountain scenery combine to minister to their mental and physical enjoyments? Around him standing in bold and beautiful array, along an extent of hundreds of miles, and nearly in the following order: The Peaks of Otter, White, Phoenix, Negro, Three-top, Elk, Rich, Hanging-rock, Flat-top, Grandfather, Yellow, Roane, Hawk Bill, Table-rock, Bald, Black, (with its several heights,) Cæsar's head, Mt. Pisgah, Shining-rock, Balsam; and, further on the towering heights of the Great Smoky Mountain, and many other points of interest omitted here, while the Pilot, King's Mountain and Hibernia stand like sentinels in the vast and ocean-like plains below. It is here in the highlands that the mountain boys learn, as their fathers did, to love the "Old North State," and to venerate and defend "American liberty."

THE USE OF LITTLE TIME.—One of the hours, each day wasted on trifles or indolence, saved, and daily devoted to improvement, is enough to make an ignorant man wise in ten years—to provide the fluxury of intelligence to a mind torpid from lack of thought—to brighten up and strengthen faculties perishing with rust—to make life a fruitful field, and death a harvest of glorious deeds.

MEAN.—"Once on a time," says history, a Scotch pedestrian was attacked by three thieves. He defended himself well, but was overcome; when the thieves, much to their astonishment, found that he owned only the small sum of sixpence. "The devil's in the fellow," said one, "to fight thus for sixpence! Why, if he'd had a shilling he'd have killed us all."

WRITTEN FOR THE JOURNAL.

ON THE CASES OF NOUNS.

Cases are the relations which nouns, pronouns, or other declinable words have to other words in the same sentence.

The old grammarians represented the cases by lines, one upright, and the other falling off from it.

The word case is from *casus*, a falling, from this mode of representation.

They divided the cases into the direct or upright, and the oblique or leaving cases.

Declension which means a bending or falling away, refers to the same thing.

The direct cases are the nominative and vocative, the oblique are the remainder.

The relations of nouns may be determined into two ways. The first, and older in the Indo-European languages, is by terminations.

The second is by the logical relations that words without terminations have to each other.

For instance, the Latin language in classical periods had at least six cases marked more or less by terminations, while the French, one of its modern representatives, has no cases distinguished from each other by terminations.

The Germanic languages, including the Saxon, have four cases with traces of a fifth, while the English has but two case forms.

The theory of cases marked by terminations supposes a stem or root word, which is found nearly pure in the vocative, generally so in fact, and endings which are also pronominal roots affixed to them. This has been satisfactorily shown by a wide induction of facts.

Now, pronominal roots have reference to place, as shown in our *this*, *that* or in the instinctive French forms *celui ci*, *celui la* equal to *this here*, *that there*, so that the *this* 'ere, *that* 'ere, of uneducated persons is not without apology.

By a natural and customary mental process, these relations of place are transferred to those of time, and then to our mental conceptions in general.

In the Indo-European languages, eight cases, marked by terminations, are found:—the Nominative, Genitive, Dative, Accusative, Vocative, Ablative, Locative, and Instrumental.

In the Vocative, the person or thing is called upon, and since that is its sole function it embraces a whole proposition in itself. In other words it has no syntactical relation with any proposition.

The Nominative is the ruling member or subject of the proposition, an essential part of everything that is said or declared.

The Genitive indicates, primarily, the origin or source as is implied in its name: *Genesis* means origin or the act of producing.

It embraces the ideas of removing, separating from, of a part to a whole, of origin, of cause, and hence of possession or ownership; since that which a man has caused is in a certain sense his own. Also the remote object or better that which calls out the feeling or desire; as, *amor laudis*, *avidus gloriæ*, desirous of glory.

The Dative denotes that towards which any thing tends, that to or for which any thing is done, the person who shares in the action, or is concerned in it, for whose benefit or injury the thing is done; also the interest or sympathy of a person in what is done.

In Greek it denotes the place where; or in other words performs the functions of the Locative case in Zend and Sanskrit, with which it coincides substantially in form; compare skr, *asvê*; zend, *aspê*; Gk, *ippô* (horse,) skr, *gav-i*; Gk, *bo(F)-i* (cow.)

It is well to observe that the Genitive singular of Latin nouns of the first and second declension, when used to express the place where, is a Dative or old Locative. Others think that the Genitive of these declensions is borrowed from the Locative.

The Accusative denotes the object or point where the motion ends and hence expresses the direct object, as the Dative does the indirect; also the distance of space over which the motion has passed; the length of time occupied; the mass, weight, and sometimes the value.

It denotes also the effect of an action; as, "They elected him *President*."

The Ablative in respect to motion denotes that from whence any thing proceeds, or from which it is separated. In Latin it performs the office of the Instrumental, which denotes the cause, manner, or means; and according to some of the Locative as denoting the place where. It is more probable that this latter function is performed by the Dative or actual Locative.

Of these eight cases, the Latin has six or with the Locative seven. The Greek has five in which the Dative performs the functions of the Locative and Instrumental, and the Genitive those of the Ablative.

The Gothic, Modern German, and Anglo-Saxon have five cases including the Vocative; the Nom., Gen., Dat., and Acc.

The Vocative either has no case form or that of the Nominative.

I give the declension of the *Saxon* nouns; *mann*, a man; *smith*, a smith; *Ic*, I, and *he*, *heo*, *hit*, he, she, it.

Sing.	Nom.	mann a man,	Smith.	Ic.	He,	heo,	hit.
	Gen.	mannes of a man,	Smithes.	Min.	His,	hire,	his.
	Dat.	men to a man,	Smithe.	Me.	Him,	hire,	him.
	Acc.	mann a man,	Smith.	Me.	Hine,	hi,	hi.
Pl.	Nom.	menn men,	Smithas,	We.	Hi,	hi,	hi.
	Gen.	mannas of men,	Smithra,	Ure.	Etra,	hira,	hira.
	Dat.	mannum to men,	Smithum,	Us.	Him,	him,	him.
	Acc.	menn men,	Smithas,	Us.	Hi,	hi,	hi.

I have written thus far to find the means of comparison in regard to our own cases.

It will be noticed in the declension of the pronouns above that *him* is in the Dative case, while the Accusative *hine* is lost. *Them* and *whom* are also Datives, while *S. thone*, *P. tha*, and *whone* are lost. *Me* is both Dative and Accusative.

It will be seen that the Saxon had four cases marked by terminations, the Nominative, Genitive, Dative and Accusative. A few cases of the Ablative occur, but they are rare.

How many cases have we in English? As observed above there are two methods by which we may determine cases, understanding them as the means of expressing the relations between words.

One is by terminations which have the power in and of themselves of pointing out relations, the other is by position and the logical relations of words.

Tried by the first test we have but two cases, the Nominative and the Genitive. The terminations of the others have been lost.

This has occurred through the natural wear and tear of words and through the conflict of the Saxon with the Norman French at the rise of the English language.

Is a case lost when its termination is lost? That certainly by common consent has not been the case with the Accusative; nor with the persons and numbers of verbs, though their distinctive endings have perished. So long as the spirit or function remains the case must be considered to exist.

Generally when a case is lost a preposition or other form comes in to take its place.

It may be safely said to be lost, when a preposition or other form is substituted uniformly in its place. This is the case with the Genitive in French, where a preposition equivalent to *of* followed by the Accusative, takes its place.

Hence we through Norman influences may say, "The hat of the boy" instead of "The boy's hat."

The Nominative exists, though it has no ending. It is required

for the subject or predicate of the finite verb; as *John reads*. *James is a painter*.

The Genitive exists usually under the name of the Possessive, since that is the principal idea attached to it among us. It also denotes origin; as, the *sun's* rays, the father's son; and fitness as men's shoes.

Its form is derived from the Genitive of the first declension of Saxon nouns by dropping *e* as *mannes lif* man's life.

The other genitive relations are expressed by prepositions especially *of* and the Accusative; as the remote object, the love *of glory*, desirous *of praise*; the partitive idea; as, some *of them*, most *of them*.

The question arises, does the Dative exist? In its most essential ideas unquestionably it does, especially as expressing the personal or indirect object.

In Saxon, verbs of ordering, giving, doing and providing and the like governed the Dative of the indirect object. Verbs of serving, obeying, the verb of existence and impersonal verbs governed the Dative.

Adjectives signifying plenty, likeness, &c., governed the Dative. Also some adverbs expressing the same ideas. A part of these relations are now expressed by other forms.

The cases which claim the title now seem to be the indirect objects after verbs like, *allow, bring, buy, give, offer, send, tell, &c.*; as, they allowed *him* credit. He brought *me* a seat. They bought *him* a hat. He gave *John* a book. They told *us* a story.

Now, in "He gave John a book." John is certainly in a different relation from book, and it produces confusion as well as falsifies history to call it the accusative or objective case. This is shown if we move the indirect object from its place when it becomes an adjunct; as, he gave the book *to John*.

The verb worth from Saxon *weorthan* to become, to be, denoting existence is still followed by the Dative. "Wo worth the day," Ezek. xxx. 2. Wo be to the day. So in Chaucer, "Wo worth the *faire gemme vertulem*," &c.

The verb *be* is also sometimes followed by the Dative; as, "Well is him, that dwelleth with a wife of understanding," "Well is him that hath found prudence," Eccles. xxv. 8, 9. "Wo is me."

The impersonals are some of them still followed by the Dative; as, *Me* thinks, methought, that is, it seems to me. Think here is not from *thencan* which means to think, but from *thincan* which means to seem or appear. Well *me* quemeth (pleaseth.)

"Me seemeth good," it seems good to me. So, if it please *you*. This has become *if you please*, that is, if *you* it please.

It is also more consistent with general grammar and with the history of our language to parse words following like unlike *near* and *nigh*; as Datives rather than objectives; as, in Saxon, "*Gelic tham mangere*" like the *monger* or *merchant*. *M* here is the sign of the Dative in the article, and *e* in the noun.

It seems to me that the Dative is properly entitled to a place among English cases.

1st. I had an historical existence and a long continued usage.

2d. Its special function as now existing is to mark the indirect or personal object which is distinct in every sense from the direct or accusative object.

3d. The want of terminations distinguishing it is no objection, since that would invalidate the Nominative or Objective.

4th. It simplifies in point of precision our syntax and harmonizes it with that of other languages.

5th. No valid objection can be made to the introduction of a new term when it simplifies and furnishes a reason for what was before without explanation.

The Accusative, or as commonly called the Objective, denotes first the direct object, that upon which the motion or action ends. In the proposition its function is to complete the transitive verb, hence the French grammarians term it the *complément direct*.

And since the idea of reaching an object implies a movement through space and in time, duration of time and extent of space are put in the Objective. So for a similar reason are all ideas of dimension, as *ten feet high*, *six feet wide*, and so forth. The noun *home* is used in like manner, or rather should be considered as used adverbially.

It is necessary to observe that a part of these ideas were expressed in Saxon by other cases, and that they are now objectives from the loss of their distinctive endings brought about probably in part by the influence of classical construction in these cases.

The Objective is also the complement of the preposition. Prepositions enter into languages for the most part after the meanings of the case endings begin to be forgotten as substitutes for them.

The Objective is also the object of the effect produced; as, they made him *Captain*. *Captain* is the object of effect and him the direct object.

The object of effect is called the Factitive object, and is one of the most interesting features of language.

Its importance warrants its separate consideration at another time.

C. W. S.

TO PARENTS.

We copy from the N. C. Presbyterian the third of a series of articles addressed to parents. They are all worthy of a careful perusal, but this one we consider especially suited to the readers of the Journal.—ED. JOUR.

In No. 2, I gave warnings of some of the dangers to the morals of youth arising from the unsettled state of the country. I now proceed to suggest some of the remedies, at least mitigations of this exposure of youthful morals:

1. Undoubtedly the teacher is, in most cases, the best guardian of the mental and moral well-being of youth; therefore it is the interest of every community to throw obstacles in the way of their going to war; since the military service of the country will not gain as much from their enlistment as the interests of education will lose, for teachers are generally men of peace; besides, their preparation for their vocation and experience in it, *superinduces* such habitudes, mental and physical, as render them, for the most part, inefficient soldiers, particularly those who have pursued the profession so long, and with such enthusiasm as to become experts. The teacher is the promoter of civilization, which most wars retard, if they do not cause to retrograde. The long, loose academic gown, the pallium of Minerva, is not so formidable as the close fitting panoply of Mars. Letters do not flourish amid the rude shock of arms. There is but little congeniality, or place for the teacher on the battle-field.

2. Parents and other friends can do much to counteract the effect of the threatening evils to the young by gently and judiciously checking their disposition to rove, to run riot in the streets, to throw themselves into camps and collections of excited and exasperated men, whence they frequently come forth with aroused passions which must be laid, before the admission of reason, or persuasion is possible. Passion, violent excitement, is the *animalized* state of the mind; the act of learning, the moment of apprehending a valuable truth, is its opposite, the elevated normal state of it. Seldom has man or boy received and *retained* a good truth whose mind was not in a *good state* to receive it. If "it is useless to reason with an angry man," it is useless to teach an angry boy, and, by parity of reasoning, to attempt to teach him when his mind is under the influence of *any* violent, temporarily disorganizing excitement. The Muses, the impersonations of instruction, are gentle *females*, that shrink naturally from a rude reception.

3. The growing evil of juvenile ignorance and vice may be much counteracted by domestic discipline and instruction. Some family teachers can be had. Some parents and elder brothers and sisters can find an agreeable and profitable relief from reading the horrors of war by reviewing and teaching the lessons of their younger brothers and sisters.

4. The evils arising from the suspension, or impaired efficiency of schools, may be lessened by encouraging the young to read books of moral, elevating and instructive character. If this exercise does not much discipline and educate the mind, it at least enables it to hold its own and keeps it in a favorable state for the resumption of its studies. But this reading, to be salutary, should be judicious. It should be moral and didactic in its tendency, not indeed rejecting amusement, but, for the most part, avoiding the exciting and exasperating topics of the day. Yes, *topics of the day*, that is the word to characterize the scenes and state in which we are now involved. Education in its very nature and intent is conservative, preservative and prospective—a preparation for future use and enjoyment. If it is to be controlled by the present state of things and thoroughly penetrated for all time to come by its *animus*, if its whole theory, objects and mode of impartation are to be changed, we must give it a new definition and adopt a new standard of its value. I deprecate being misunderstood; I do not mean that our system of education should not consider, contemplate and provide for the coming wants of the future, nor even for our peculiar and exclusive wants, if we have such; but that its severity should not be relaxed, that it should not be superficial, that it should not be under the control of party nor sect, that its objects should be ascertained and pursued as heretofore; in short, that it should put its recipient in such a normal, serene and secure state of mind as could enable it to bear and baffle the corroding and distracting anxieties of the present.

In accordance with the foregoing views and objects, the sort of reading recommended should exclude, in a great measure, the exciting narratives of battles, sieges and hair-breadth escapes in the imminent deadly breach, and the forthcoming blood-steeped literature founded upon them. The best way, perhaps, to allure them from such fascinating reading is for each family re-union around the dear domestic hearth, after the labors of the day are over, to form a reading circle “in the pure well of English undefiled;” thus will the animation and emulation of comparison and friendly competition produce a pleasurable excitement and mutual improvement, and it is to be hoped, after awhile, win truant boys from the dan

gers of *night* errantry. I may hereafter attempt to suggest a list of books suitable for such a purpose.

5. We cannot too strongly impress upon scholars that, after all the teacher has done, or can do, they must be in a great measure the authors of their own education, for the Creator has made the mind that it can only grow, become larger, by its own action. The mind possesses a native force, a self-developing, dynamic power. It *grows because it thinks*. The teacher cannot do its own thinking; he cannot add to the quantum of brain. This may be illustrated by a figure-of-comparison, viz, a gardener may train a vine or flower in the best direction to meet the sunshine, and therefore the best way to promote its growth, but he cannot add a barley corn to the length of either. The best teacher is only a guide and a guard—a guide to the right road to the temple of science, that, like Bunyan's Temple on the Delectable Mountains, shines and invites from afar—a guard against the reception of error and deviation from the path of rectitude. But the solitary scholar has much to cheer him. As the traveler up a mountain road is conscious at each step of rising into a purer atmosphere and of being introduced to landscapes whose variety is as repeated as his steps, for each ascending step makes a new horizon, so a traveler up to the mount of knowledge is conscious of rising from the low, misty vales of ignorance to the serene heights of clearer mental vision.

W. H. O.

LADIES AND NEWSPAPERS.—It is a great mistake in female education to keep a young lady's time and attention devoted to only the fashionable literature of the day. If you would qualify her for conversation, you must give her something to talk about; give her education with the actual world and its transpiring events. Urge her to read newspapers and become familiar with the present character and improvement of our race. History is of some importance, but the past world is dead, and we have little comparatively to do with it. Our thoughts and our concerns should be for the present world, to know what it is and improve its condition. Let her have an intelligent conversation concerning the mental, political and religious improvements of our time. Let the gilded annuals and poems on the centre-table be kept a part of the time covered with the journal. Let the family—men, women and children—read the newspapers.

PARENTAL PATIENCE AND PERSEVERANCE.

"Oh dear!" exclaimed a young mother, "how many times have I corrected Ellen for that one thing, and she does not remember it!"

This was said in the presence of her own aged mother, who had reared a large family of children, and thus "been through the mill," as we say, and the old lady replied in words of wisdom, learned from a long and eventful experience:

"Yes! and you will have to keep correcting her for this one thing until she is twenty-one years of age."

This was "cold comfort," it is true, but the reply involved a great fact. The mother who expects to discipline all the evil out of a child's heart in a few months, has yet to learn a very important part of family government. A little boy may learn his letters in four weeks, by studying them only fifteen minutes in a day; but try him on saying, "*please*," when he asks for anything, at the table or elsewhere, and see, if it be not "line upon line, and precept upon precept." How is it with the respectful "*yes, sir*," and "*no, sir*?" We have heard parents complain that their children were so prone to forget the use of these euphonious replies, even after instruction and correction for a season, but they soon forget, and out comes the blunt, "Give me this," or "give me that," and the equally rough "*yes*" or "*no*." There appears to be more inclination in children to forget the good lessons of home than the bad things which they learn in the street, and it is proof of the natural bias of the heart to evil. A very little child will catch some vulgar or profane word from another, which the counsels and whippings of months will not correct. In some unguarded moment, it will drop from his lips, notwithstanding all previous chastisements. It is not so with good lessons. How prone he is to forget them! They appear to slip from the mind as an eel slips through the hand. The parent wonders, and perhaps the child too. But it is strange, only when we do not consider what the human heart is, that it is naturally inclined to sin as the sparks to fly upwards. A correct view of the heart ought to prepare us to expect that the young will learn the bad more readily than the good.

All these things, however, demand patience and perseverance. It is not one year, nor two, that is always long enough to establish the habit of saying "*yes, sir*," or "*please*." The mother must make up her mind to very unpleasant and tedious repetitions, ere she can realize the consummation of her hopes in this and other respects. It is of no avail to say, "I am discouraged," or conclude that a child never will learn. Patience and perseverance will achieve happy results.—*Home Monthly*.

WRITTEN FOR THE JOURNAL.
EARLY RISING.

It may be useful to some of the readers of the Journal to hear a word of exhortation on the subject.

There are, in our view, many advantages in taking time by the forelock, as he used to be represented in the old New England Primer.

Let us consider some of the reasons why we would urge upon all, and especially upon the young, to form the habit of early rising.

1. It will allow more time for the first and most important business of every day, our morning devotions. We have a heaven to gain, and an evil heart to subdue; corrupt propensities to overcome; and in order to do this, we must have time for private meditation and the perusal of the Holy Scriptures. The morning, before we enter upon the duties of the day, is the most favorable time for this. And if we cannot attend to it then, we may get some other duty out of the way, so as to allow a favorable time for this at a later hour.

2. Life is short, and he who would accomplish much in any profession or business, must be up and engage in it betimes. And especially if he is at the head of a family, and has children and servants under him, unless he rise early, a part of the day will be spent before he is ready to go to work. If he sleeps late, they will do the same. And the result will be as described in the book of Proverbs: "Yet a little sleep, a little slumber, a little folding of the hands to sleep; so shall thy poverty come as one that travelleth: and thy want as an armed man." If a man will do anything in the world, he must drive his business before him.

"Redeeming the time," says Paul, and in what way can it be redeemed better than by saving it from slumber.

Suppose a person can do just as well, and a little better by diminishing his time of repose two hours in a day; here is 14 hours in a week; and in a year he would be surprised to learn that he had added 30 days to the length of his life.

3. By early rising a man can do the same amount of business and get more time for mental cultivation. We all have our daily work of body or of mind appointed to earn our daily bread. But the mind needs aliment—we must read—we must gain information of passing events—we must enlarge our views by reading history. But how often do we hear men say, "We have no time for this."

They have time, if they will use it right, and not waste it in bed.

Many men have acquired a great fund of knowledge by employing that time in reading useful books, that others spend in sleeping more than enough. And the world is full of books on all subjects. Every one can get some instructive, or entertaining book by loan or purchase; or from a public library.

4. It is necessary for health for every one to retire to bed before a late hour, and then to rise so as to enjoy the breath of early morning. They who turn day into night, and night into day, either for study or pleasure, by the stimulus of strong coffee, or of something stronger still with the addition of cigars, will most certainly impair their health, ruin their nervous systems, and become tremulous old men before they are old. The night was given for sleep, and the wisest physicians say that the forepart of it is the best for this purpose.

The old homely proverb, as poor Richard would say, is still true: "early to bed, and early to rise, will make us healthy, and wealthy and wise."

Thompson, the poet, says :

Falsely luxurious will not man awake,
And springing from a bed of sloth, enjoy
The cool, the fragrant, and the silent hour,
To meditation due, and sacred song?
For is thereught in sleep can charm the wise?
To lie in dead oblivion, losing half
The fleeting moments of too short a life;
Total extinction of the enlightened soul!
Or else to feverish vanity alive,
Wildered and tossing through distempered dreams?
Who would in such a gloomy state remain
Longer than nature craves; when every muse
And every blooming pleasure wait without
To bless the wildly devious morning walk?

EPHOROS.

COOL.—Bassompierre was accustomed to say to soldiers guilty of any grave infraction of discipline, "Comrade, one of us must be shot." Of course these words from him came to be understood as a sentence of death. A spy, to whom he had used this phrase when taken, desired, as he was being conducted to execution, to communicate to the general something of importance. "What is it?" said Bassompierre, when the spy was presented. "General," was the reply, "as you did me the honor to say yesterday that one of us would be shot to day, I've come to ask which it shall be?"

WONDERS OF THE ATMOSPHERE.

The atmosphere rises above us with its cathedral dome, arching toward heaven, of which it is the most perfect synonym and symbol. It floats around us like that grand object which the Apostle John saw in his vision, "a sea of glass like unto a crystal." So massive is it, that when it begins to stir, it tosses about great ships like playthings, and sweeps cities and forests like snow-flakes, to destruction before it. And yet it is so noble that we have lived years in it before we can be persuaded that it exists at all, and the great bulk of mankind never realize the truth that they are bathed in an ocean of air. Its weight is so enormous, that iron shivers before it like glass; yet a soap ball sails through it with impunity, and the tiniest insect waves it aside with his wing. It ministers lavishly to all the senses. We touch it not, but it touches us. Its warm south wind brings back color to the pale face of the invalid; its cool west winds refresh the fevered brow, and make the blood mantle on our cheeks; even its north blasts brace into new vigor the hardened children of our rugged climate. The eye is indebted to it for all the magnificence of sunrise, the full brightness of midday, the chastened radiance of the morning, and the clouds that cradle near the setting sun. But for it the rainbow would want its "triumphant arch," and the winds would not send the fleecy messengers on errands around the heavens; the cold ether would not shed snow-feathers on the earth, nor would drops of dew gather on the flowers. The kindly rain would never fall, nor hail-storm nor fog diversify the face of the sky; our naked globe would turn its tanned and unshadowed forehead to the sun, and one dreary monotonous blaze of light and heat dazzle and burn up all things. Were there no atmosphere, the evening sun would in a moment set, and without warning, plunge the earth in darkness. But the air keeps in her hand a shield of her rays, and lets them slip but slowly through her fingers, so that the shadows of evening are gathered by degrees, and the flowers have time to bow their heads and each creature space to find a place of rest, and to nestle to repose. In the morning, the sun would at one bound burst from the bosom of night; and blaze above the horizon; but the air watches for his coming, and sends but first one little ray to announce his approach, and then another, and then a handful, and so gently draws aside the curtain of night, and slowly lets the light fall on the face of the sleeping earth, till her eyelids open, and like man, she goes forth again to her labor until the evening.—*Quarterly Review.*

FOR THE JOURNAL.

THE RIGHT KIND OF EDUCATION.

“The proper idea of Education, as distinguished from the mere acquisition of information or the amassing of stores of knowledge, includes the complete and progressive training of the individual both mentally and morally; with the latter the science of language is indirectly concerned, because it is through the reason that the teacher acts on the will of his pupils, and because the first lessons of duty are always presented in a form that requires more or less of progressive interpretation. With respect to mental or intellectual cultivation however, philology, in its elementary applications, becomes of paramount importance. On this subject we have only to repeat the language which we have used on former occasions, and to maintain that the discipline of the mind depends entirely on that system of logical training which gradually imparts the habit of methodically arranging our thoughts, and exercises the reasoning faculties in the practical processes of deduction.

“Intellectual education cannot advance beyond this: and educational training will undertake what does not belong to its own province, if it does not confine itself to the cultivation and improvement of deductive habits.

“As far as the world has gone, only two forms under which this instruction is possible, have been excogitated or practised by man: namely, *grammar*, which deals with the expression of the thoughts in language; and *geometry*, which applies the rules of language to a methodical discussion of quantities, magnitudes, and proportions, or in Kant’s phraseology, to a development of the intuitions of space and time. Practically, the higher education of Europe, since the days when Plato first discovered and stated the leading principles of Greek syntax, has rested upon this basis and no other.”

ENCYCLOPÆDIA.

HONESTY.

A farmer once called upon the late-Earl Fitzwilliam, to represent that his crop of wheat had been seriously injured in a field adjoining a certain wood, where his lordship’s hounds had during the winter frequently met to hunt. He stated that the young wheat had been cut up and destroyed that in some parts he could not hope for any produce. “Well, my friend,” said his lordship, “I am aware

that we have done considerable injury; and if you can produce an estimate of the loss you have sustained, I will repay you." The farmer replied, that anticipating his lordship's consideration and kindness, he had requested a friend to assist him in estimating the damage, and they thought, as the crop seemed quite destroyed, £50 would not more than repay him. The Earl immediately gave him the money. As the harvest, however, approached, the wheat grew, and in those parts of the field which were most trampled, the corn was strongest and most luxuriant. The farmer went again to his lordship, and being introduced, said, "I am come again, my lord, respecting the field of wheat adjoining such a wood." His lordship immediately recollected the circumstance. "Well, my friend, did I not allow you sufficient to remunerate you for your loss?" "Yes, my lord, I find that I have sustained no loss at all, for where the horses had most cut up the land, the crop is the most promising, and I have, therefore, brought the £50 back again." "Ah!" exclaimed the venerable Earl, "that is what I like; this is as it should be between man and man." He then entered into a conversation with the farmer, asking him some questions about his family—how many children he had, etc. His lordship then went into another room, and returning presented the farmer with a cheque for £100, saying, "Take care of this, and when your eldest son is of age, present it to him and tell him the occasion that produced it." We know not which to admire most, the benevolence or the wisdom displayed by this illustrious man; for while doing a noble act of generosity, he was handing down a lesson of integrity to another generation.—*British Workman*.

JAPANESE LANGUAGE.—Mr. Oliphant gives the following account of the Japanese language:

"The Japanese write like the Chinese, in columns, from the top to the bottom of the paper, beginning at the right hand side. The character is less fantastic and far more running than the Chinese. There is, indeed, not the slightest similarity between the languages, the one being monosyllabic. The Japanese words are very often of unconscionable length, but the sounds are musical, and not difficult to imitate; whereas the Chinese words, though of one syllable, consist generally of a gulp or a grunt, not attainable by those whose ears have not become thoroughly demoralized by a long residence in the country. We learned more Japanese words in a week, than we had of Chinese in a year; and in making a small, rough vocabulary, I found no difficulty in so allocating the letters of the English alphabet, as to convey to my memory a fair representation of the sound I wished to recollect. In Chinese this is quite impossible."

Resident Editor's Department.

CLOSE OF THE VOLUME.—With this number we close the fourth volume of the *Journal*: and we hope that, during the four years of its existence, it has done something to advance the cause of education in North Carolina.

While we congratulate the friends of the *Journal*, and of the cause which it advocates, that it has not been compelled to yield, with a large number of the Periodicals of our country, to the severe pressure of the times, and that it is in a condition to insure its continuance; yet we feel it to be our duty to urge all the friends of education in the State, to aid us in making it more worthy of support, and, at the same time, to do all they can to add to the number of its readers.

The last number for 1861 does not make its appearance until the year 1862; but this delay has been unavoidable, for it has been almost impossible to obtain a supply of paper, even of an inferior quality; but we will furnish the succeeding numbers as fast as we can, and hope soon to be able to get them out at the time they are due.

THE RIGHT SPIRIT.—It is encouraging to see that our people have not all forgotten the cause of education; that even “amidst the din of battle and the clash of arms” that resound throughout the length and breadth of the land, some of the friends of this cause are still ready to unite their efforts for its advancement.

We copy, from a recent number of the *Carolina Flag*, the following account of the formation of a Teacher's Association, in Cabarrus county:

At a meeting held at the School-house of Mr. R. R. Brown, for the purpose of forming a teacher's association for the county of Cabarrus, the following was the order of proceedings:

Mr. R. R. Brown was called to the chair, and Mr. A. E. Harkey was appointed Secretary.

Mr. W. M. Coleman explained the object of the meeting, and was followed by W. S. Harris, Esq., who reviewed the history of the Common School system, and urged the necessity of forming such associations, for the purpose of keeping the question before the people.

A provisional Constitution was adopted, and the following members were elected officers.

W. S. Harris, President; Prof. Schaeffer, 1st Vice President; R. R. Brown 2nd Vice President; W. M. Coleman, Secretary; Daniel Corl, Corresponding Secretary and Treasurer.

A committee was appointed to select essayists, and a lecturer for the next regular meeting; also a committee to make all the necessary preparations and accommodations.

The Association adjourned, to re-assemble on the fourth Friday of April, 1862, at 6 o'clock, A. M.

R. R. BROWN, Chairman.

A. E. HARKEY, Secretary.

One Hundred Dollars in Premiums.

TO COMMON SCHOOL TEACHERS.

A Premium of twenty five Dollars for the best Essay, written by a teacher of Common Schools, on

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A Premium of twenty-five Dollars for the best Essay, written by a teacher of Common Schools, on

"The propriety and importance of employing more Female Teachers in our Common Schools."

A Premium of twenty-five Dollars for the best Essay, written by a teacher of Common Schools, on

"The Standard of Moral Character in Teachers."

The State Educational Association of North Carolina, through the Executive Committee, offers the above Premiums, on the following conditions:

1st. Each Essay must be of such a length as to fill not less than three, nor more than six pages of the N. C. Journal of Education—six to twelve pages of large letter or cap paper.

2nd. The manuscripts must be legibly written, with the pages numbered, and must be sent to J. D. CAMPBELL, Greensboro', N. C., before the first day of April, 1862.

3d. The writer must enclose in his manuscript, in a sealed envelope, his name and address, together with a certificate, from the Chairman of the board of Superintendents of Common Schools of his County, that he is a teacher of Common Schools.

4th. The Essays, for which premiums are awarded, will be published in the *Journal of Education*, with the names of the writers; and the Committee will claim the privilege of publishing as many of the others as they may think proper, omitting the names of the authors, where they do not wish them published.

5th. The same person has the privilege of sending separate Essays on as many of the above subjects as he may choose.

As soon as practicable, after the 1st of April next, the Committee will examine all the manuscripts then in their hands, and after they have decided which Essays are entitled to the premiums they will open the envelopes containing the names, and send checks for the amounts due to the successful competitors.

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